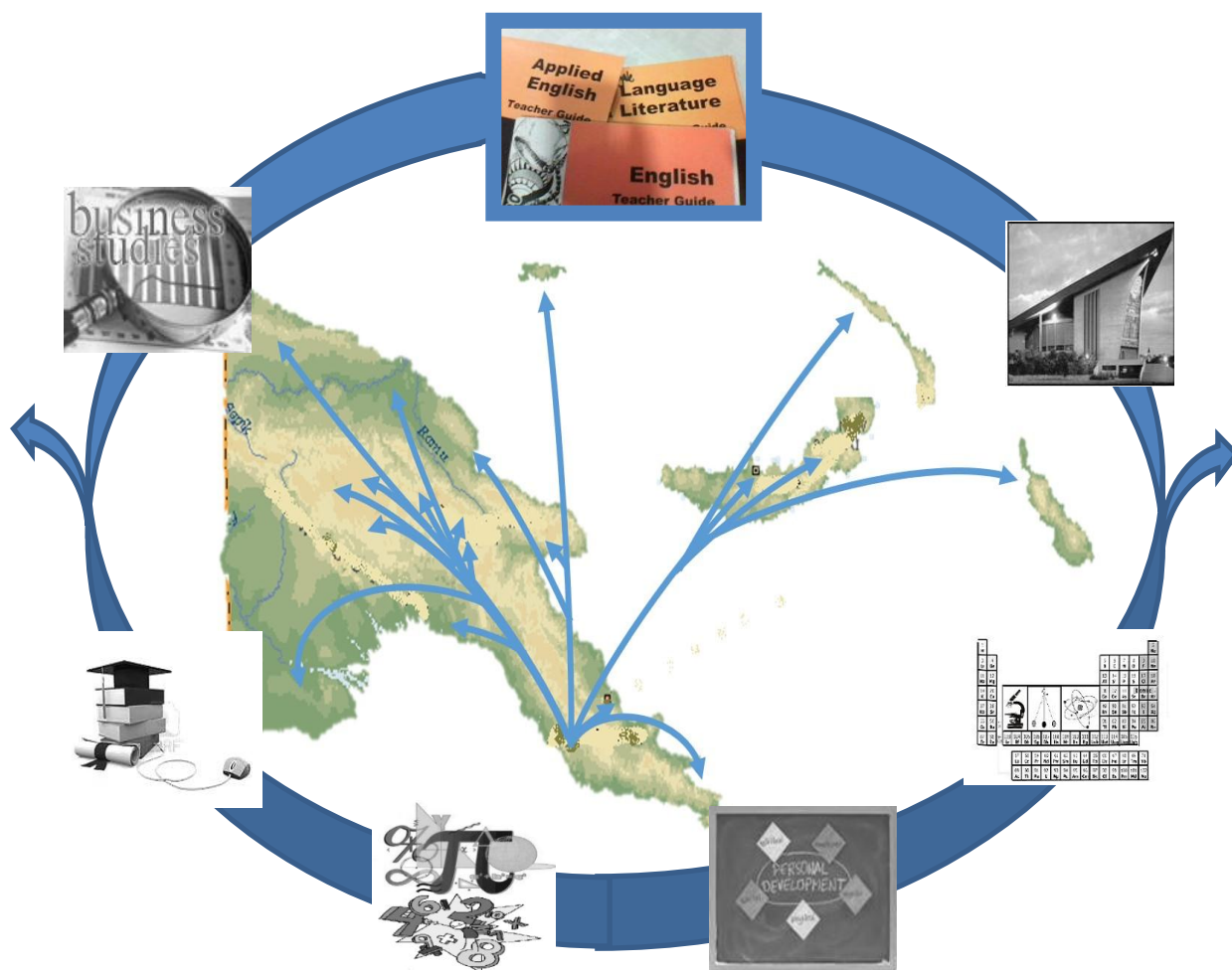




DEPARTMENT OF EDUCATION

# GRADE 11 LANGUAGE AND LITERATURE COURSE MODULE

## UNIT 11.1



# FODE DISTANCE LEARNING



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

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## **GRADE 11 LANGUAGE AND LITERATURE COURSE MODULE**

<b>UNIT 11.1</b>	<b>JOURNEYS AND QUESTS: PART 1</b>
<b>UNIT 11.2</b>	<b>JOURNEYS AND QUESTS: PART 2</b>
<b>UNIT 11.3</b>	<b>CULTURAL CONTEXTS: PART 1</b>
<b>UNIT 11.4</b>	<b>CULTURAL CONTEXTS: PART 2</b>



### **Acknowledgements**

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

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

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**DIANA TEIT AKIS**

PRINCIPAL

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<b>TABLE OF CONTENTS</b>		<b>Page</b>
<input type="checkbox"/>	<b>SECRETARY'S MESSAGE</b> .....	4
<input type="checkbox"/>	<b>COURSE INTRODUCTION</b> .....	5
<input type="checkbox"/>	<b>STUDY GUIDE</b> .....	6
<input type="checkbox"/>	<b>UNIT INTRODUCTION</b> .....	9
<input type="checkbox"/>	<b>LEARNING OUTCOMES</b> .....	10
<input type="checkbox"/>	<b>11.1.1 POETRY</b> .....	11
<input type="checkbox"/>	11.1.1.1 What is poetry?.....	11
<input type="checkbox"/>	11.1.1.2 The elements of poetry.....	20
<input type="checkbox"/>	11.1.1.3 Types of Poetry .....	27
<input type="checkbox"/>	11.1.1.4 Reading Poetry .....	36
<input type="checkbox"/>	11.1.1.5 Analysing Poetry .....	39
<input type="checkbox"/>	<b>11.1.2 SHORT STORIES</b> .....	45
<input type="checkbox"/>	11.1.2.1 What are short stories?.....	45
<input type="checkbox"/>	11.1.2.2 The elements of short stories.....	51
<input type="checkbox"/>	11.1.2.3 Techniques in writing sort stories.....	54
<input type="checkbox"/>	11.1.2.4 Short story analysis .....	59
<input type="checkbox"/>	<b>11.1.3 DRAMA AND NOVELS</b> .....	61
<input type="checkbox"/>	11.1.3.1 Drama.....	61
<input type="checkbox"/>	11.1.3.2 Technical and Performance Elements of Drama .....	64
<input type="checkbox"/>	11.1.3.3 Drama Analysis .....	66
<input type="checkbox"/>	11.1.3.4 Novels.....	71
<input type="checkbox"/>	11.1.3.5 Aspects of a Novel .....	75
<input type="checkbox"/>	11.1.3.6 Analysing Novels .....	80
<input type="checkbox"/>	<b>11.1.4 WRITING WORKSHOP 1</b> .....	88
<input type="checkbox"/>	11.1.4.1 Writing a poem .....	88
<input type="checkbox"/>	11.1.4.2 Writing a short story.....	92
<input type="checkbox"/>	11.1.4.3 Play Script .....	95
<input type="checkbox"/>	11.1.4.4 Analytical Essay Novel .....	98
<input type="checkbox"/>	<b>UNIT SUMMARY</b> .....	106
<input type="checkbox"/>	<b>ANSWERS TO LEARNING ACTIVITIES</b> .....	107
<input type="checkbox"/>	<b>GLOSSARY</b> .....	125
<input type="checkbox"/>	<b>REFERENCES</b> .....	130



## SECRETARY'S MESSAGE

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

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

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

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

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

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

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

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

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

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

**DR. UKE KOMBRA, PhD**

Secretary for Education



## COURSE INTRODUCTION

Dear Student,

Welcome to the Grade 11 Applied English Course. This COURSE Module consists of 4 Units:

**Unit 11.1 Journeys and Quests: Part 1**

**Unit 11.2 Journeys and Quests: Part 2**

**Unit 11.3 Cultural Contexts: Part 1**

**Unit 11.4 Cultural Contexts: Part 2**

### **UNIT 11.1 CONSISTS OF THE FOUR TOPICS**

- 11.1.1 Poetry
- 11.1.2 Short Stories
- 11.1.3 Drama and Novels
- 11.1.4 Writing Workshop 1

### **UNIT 11.2 CONSISTS OF THREE TOPICS**

- 11.2.1 Drama
- 11.2.2 Films
- 11.2.3 Writing Workshop 2

### **UNIT 11.3 CONSISTS OF FOUR TOPICS**

- 11.3.1 Definition and Research
- 11.3.2 Novels
- 11.3.3 Documentaries
- 11.3.4 Writing Workshop 3

### **UNIT 11.4 CONSISTS OF THREE TOPICS**

- 11.4.1 Drama
- 11.4.2 Types of Films
- 11.4.3 Poetry

### **Assessments**

- **Activities**

Each Unit contains activities that you must do. Answers to these activities can be found at the end of each Unit after the Unit Summary

- **Assignments**

Each Unit has an Assignment which you will do and then send to FODE Provincial Center for marking. The marked Assignment will be returned to you with comments and advice from your tutor. A mark will be given which will be counted towards your final internal mark.

- **Examinations**

After the completion of the course, you will sit for an internal exam which will make up 70 % of your total internal mark.

This course has: 4 Units, 4 Assignments and one National Examination. The assignments must be completed in the order in which the unit modules are given.

---





## Study Guide

- 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 the unit before proceeding to the next part.**

- 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


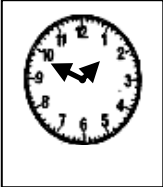




You will need approximately ten weeks to finish this unit – six weeks for formal study and four weeks for self-directed study – to complete all the recommended activities and assignment.

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

Try to do all learning activities 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.

## ICONS

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

	<b>Learning Outcomes</b>		<b>Time Frame</b>
	<b>Learning Activity</b>		<b>Reading Activity</b>
	<b>Vocabulary</b>		<b>Speaking Activity</b>



## UNIT 11.1 INTRODUCTION TO COMMUNICATION

- Poetry
- Short Stories
- Drama and Novels
- Writing Workshop 1



## **UNIT 11.1: JOURNEYS AND QUESTS: PART 1**

Welcome to Unit 11.1. This course is designed to help you achieve the learning outcomes for Unit One (11.1).

In Unit 1, you will explore the idea of journey and quests as a search for nobility, goodness and enlightenment. You will differentiate between the different types of quests, personal; strive for goodness and the good of humanity.

The idea of personal journey and quests means the search for knowledge, self-definition, political cultural awareness and even spiritual wellbeing of each individual.

You will use a variety of texts from Papua New Guinea and other countries in this book.

All the activities in Unit 1 have been modelled in a way to help you grasp the skills in the topics that are covered. You **MUST** attempt all the exercises in this booklet. Only when you finish you will check your answers to the exercises which are written at the back of this booklet.

In this Unit 1 Journeys and Quest, there are four topics. They are:

1. Poetry – You will define poetry, identify the elements of poetry and different types of poetry, learn how to read and analyse poetry.
2. Short Stories- You will define short stories; identify the different elements of short stories, different techniques in writing short stories and analysing short stories.
3. Drama and Novels- In drama, you will look at what drama is, identify the different Technical and Performance Elements of drama, analyse drama, define what novel is and identify the different aspects of novels.
4. Writing workshop 1- You will apply all skills learnt in poetry, short story, play script and analyse a novel in an essay form. You will be asked to produce, a poem, a story, a play script and an essay.

Each of the topics contains different subtopics and activities which will help you achieve the outcomes of the Grade 11 Language and Literature Module.



## LEARNING OUTCOMES

On successful completion of this module, students will be able to:

- Define poetry and identify elements of poetry.
- Identify and construct different types of poems
- Grasp the idea of journey and quests in relation to poems.
- Construct a poem using figurative languages.
- Complete vocabulary activities.
- Define spiritual, physical and psychological words.
- Define short stories and identify the elements of short stories.
- Identify different techniques in writing short stories.
- Analyse elements in short stories.
- Define drama and identify the different elements of drama.
- Define novels and identify different aspects of novels.
- Complete related activities in writing a poem, writing a short story, writing a play script and analysing a poem.



## 11.1.1 POETRY

### 11.1.1.1 What is Poetry?

Poetry as an art form may predate literature. According to Wikipedia,( 2014), the oldest surviving epic poem is the **Epic of Gilgamesh** from the 3rd millennium BC in summer (in Mesopotamia, now Iraq) which was written in Cuneiform script on the clay tablets and later, papyrus. Other ancient Greek Epic poetry includes Greek epics **Iliad and Odyssey**, the Old Iranian books, the **Gathis Avesta** and **Yasna**, the Roman national, Virgil's **Aenied** and the Indian Epics **Ramayana** and **Mahabharata**.

Poetry uses form and conventions to suggest different meanings to words, or evoke emotive responses. Poets are people who write poems. They are the photographers who are close observers of life. They can write details about the most insignificant objects, events and action image. They can capture the smallest amount in words just as photographers capture it on camera.

#### What is a poem?

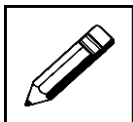
A poem is a piece of writing in which the words are chosen for their beauty, sound or imagery and carefully arranged, often in short lines which rhymes.

*Collins Cobuild English Language Dictionary, 1987.*

Poetry is literature that evokes a concentrated imaginative awareness or a specific emotional response through language chosen and arranged for each meaning, sound and rhythm.

*Encyclopedia Britannica 2008 Deluxe addition, Encyclopedia Briticanna, Chicago, 2008.*

Here is an example of a poem.



#### Learning Activity 1

Read the poem by Samson D. Ngwee below, then answer the questions.



You have  
5 minutes for  
this activity.

#### Poems

Poems  
are but torches,  
to shine the way.



Poems  
are cool waters,  
to find deserts,  
or perhaps in a friend,  
in the city's loneliness.  
Poems are but today's dream,  
of tomorrow's realities.



1. Do the images described in the poem make you feel positive about reading poetry?



Give reasons for your answer.

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---

---

2. Do you think the writer makes you feel this way? Explain your answer.

---

---

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3. What is the poet comparing to in the last verse?

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4. Do you think the poet has given a descriptive definition of what a poem is? Describe how the poet has done that.

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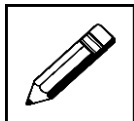
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**Check your answers at the end of the unit before proceeding to the next part.**

Now, let us look at the purpose of poems.

**Purpose of poems**

People write poems for various reasons. Poets write poems to release the inner most feelings. It may be feelings of anger, happiness, love and anxiety. Poets may write poems for fun or as a hobby. Poets may write poems as a source of income. For whatever reasons, poets paint rainbows in every reader’s life.



**Learning Activity 2**

**Write down three reasons why poets write poems and list them below.**



**You have 5 minutes for this activity.**

---

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---

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

Now look at the following definitions of journey and quest.

## What is journey and what is quest?

These are two very important words that you must fully understand when looking at the reasons why poems are created.

Firstly, **journey** refers to an experience of changing or developing from one state of mind to another and **quest** is an old fashion or literary word. It is a long and difficult search for something, especially something that you value.

There are three different types of journeys: physical journey, spiritual journey and psychological journey. A physical journey refers to your own personal walk in life every day. Spiritual refers to your intimate connection with God while psychological is connected with your state of mind and how you view different aspects in your life.

There are many different types of quests. They are mythical quest as in King Arthur and the Knights of the Round Table, religious quest like The London Missionary Society ( for example James Chambers), environmental quests like Greenpeace, exploratory quest like Edmund Hillary, (the first ascent of Mt Everest), anthropological quest like Margaret Mead and finally historical quest like Howard Carter (Tutankhamen's tomb in Egypt).

There are also two common quests which are; the quest for personal glory. An example of a quest for personal glory is Dika Toua who was a commonwealth games gold medallist in Weight Lifting for Papua New Guinea. She has gained fame and honour as a hero in the sporting field.

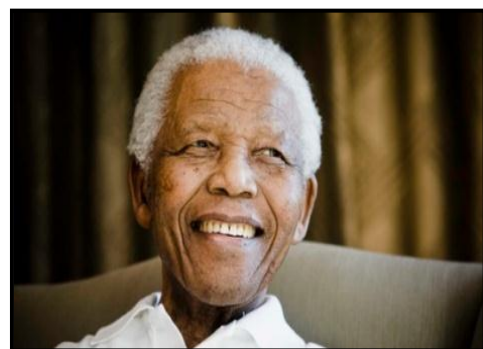
An example of a quest for common good for humanity is Nelson Mandela, who is known as the South African Freedom Fighter. He was jailed for twenty seven (27) years because he fought against white supremacist who dominated government of South Africa for discriminations against native black South Africans.

The idea of personal journey and quest means the search for knowledge, self-definition, political and cultural awareness and the spiritual wellbeing of each individual.

Now look at the above information and reflect on yourself.



Dika Toua



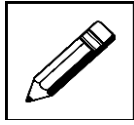
Nelson Mandela







Now, take a look at the journey and quest in the following poems.



#### Learning Activity 4

Read the three poems given below: 'The Young Man's Prayer' by Patrick Panta, 'Seventeen Yard' by Max Williams and 'Silent Mind' by Vivienne Sorea.



You have  
30 minutes for  
this activity.

Then answer the questions that follow.

#### Poem 1

##### The Young Man's Prayer

The way you inscribe the knowledge  
The craftsman you possessed  
Are all but personal joys  
To pass on to me  
My siblings and my offspring  
Of time to come  
Beneath them all  
You're your wisdom  
Your courage  
Your love  
And you're passing time  
You have graced my youth  
Adjourned them with your twinkle in your eyes  
Help me to appreciate this  
Confusing and confused world  
Caught between the modern world and you.



#### Poem 2

##### Seventeen Yard

There is a fence painted government green  
An uncomfortable seat for green  
And eight toilets leering into the yard  
Where prisoner's dignity fades  
And a master bell hangs from a  
Wrought iron frame  
Where a warder parades on the square  
And like monkeys that cling to the iron grilled  
fence  
The prisoners of seventeen stare.



#### Poem 3

##### In Silent Mind

For a long time after the door closes  
Not wanting to  
Yet believing in  
The very dredges of



Communication  
That passed between us  
The same scene re-enacted

A million times over  
In my mind I can still see  
The Goodbye said as freely as love once was  
A look of goodbye on my face,  
On yours, the clicking of the closing door remains  
The only sound  
In the empty room  
Is the silent mind.



I sit in self-imposed isolation.

**A. Indicate below which poem is referring to physical, spiritual and psychological journey.**

- 1. The Young Man's Prayer: \_\_\_\_\_
- 2. Seventeen Yard: \_\_\_\_\_
- 3. In Silent Mind: \_\_\_\_\_

**B. Now that you have identified the poems that indicate the types of journey, write three examples of lines/verses of each of them on the spaces provided.**

- 1. Psychological
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
- 2. Physical
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
- 3. Spiritual
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

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

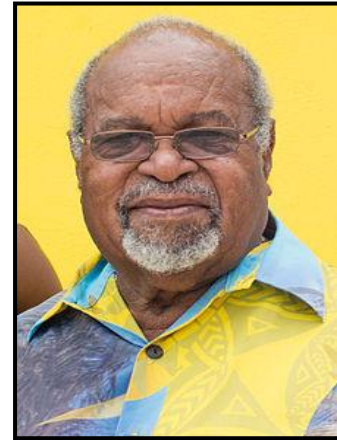
Now, read and identify journey and quest in the biography of Sir Michael T. Somare.



### Read the short biography of Sir Michael Somare

Sir Michael Somare, born on the 9<sup>th</sup> of April, was Prime Minister of Papua New Guinea from independence in 1975 until 1980, from 1982 until 1985, and again since 2002. His first two terms were as a member of the Pangu Party, but he is now leader of his National Alliance Party.

Michael Somare was the son of Ludwig Somare Sana and Kambe Somare. Ludwig Somare was a policeman from 1922 to 1947, rising to the rank of sergeant. Having taught himself to read and write, he was subsequently active in encouraging formation of small businesses and cooperatives, founding the Angoram Cooperative Society which he chaired from 1961 until 1967, and remaining active in trading until his death in 1972. In all he had four wives and six children, of whom Michael was the eldest.



Sir Michael Somare

Born in Rabaul where his father was then stationed, Michael Somare grew up in his family village of Karau in the Murik Lakes district of East Sepik Province. His earliest education was in a Japanese-run primary school at Karau during World War II where he learned to read, write and count in Japanese. Meanwhile his father was in hiding and in fear of his life from the Japanese in Rabaul, but, Somare remembers the Japanese with affection. Two of his earliest overseas trips, first as a parliamentarian and then as Prime Minister, were to Japan.

From 1946 he attended Boram Primary School, then Dregerhafen Education Center and Sogeri High School, graduating with a Leaving Certificate issued on behalf of the Australian state of Victoria in 1957. This was a teaching qualification at the time, and Somare then taught at several primary and secondary schools, returning to Sogeri High School for further training from 1962 to 1963.

Transferring within the Public Service, Somare became a radio broadcaster based in Wewak in the East Sepik Province. He received further training at the Administrative College at Waigani in 1965. Following numerous conflicts with his superiors concerning his outspoken political comments, he was transferred from broadcasting to administrative roles, and left the Public Service to contest the elections for the second House of Assembly in 1968 as a member of the Pangu Party which he had founded with other like minds in 1967.

Somare and eight other Pangu Party members were elected. They declined invitations to join the coalition government, and he became the first official opposition leader. Following the third House of Assembly elections in 1972, Somare was able to form a coalition government which included Julius Chan of the People's Progress Party, himself later a Prime Minister, as Minister for Internal Finance. Somare was Chief Minister, becoming Prime Minister when self-government was granted in 1975, and was a key figure in the preparations for subsequent independence and the preparation and adoption of the Constitution.



Overthrown by a parliamentary vote of no confidence in 1980, he was again Prime Minister from 1982 until 1985, and won the office a third time in 2002.

Somare has always had an interest and a pride in his background and culture. Although his initiations were interrupted several times by his career, he returned to his village regularly and completed them, culminating in his appointment as sana or peacemaker, a title inherited from his father and grandfather and conferred on him by his uncle Saub in 1973. He often chose to wear Melanesian rather than western dress in parliament and on similar occasions, and in many old photographs is the only political leader so attired.

Somare's political style was both fiercely nationalistic and conciliatory, following the tradition of Sana as he sees it. One of the roles of Sana is to invite enemies to a feast before any fight. Somare often appointed political enemies to posts in which they could exercise their interests and passions. In the lead-up to independence, he argued for and won citizenship and residency requirements which were both more severe than the outgoing Australian administration recommended and more moderate than most of his party wished. His economics have aimed for betterment of the people rather than simple economic growth.

In his autobiography *Sana* (1975), Somare describes many fascinating incidents. He tells how in 1971, he was concerned that the sacred objects, the ornately carved sacred spears or kakars and the sacred flutes, were being lost, destroyed, sold or stolen. After much negotiation with the gapars or priests he arranged to have the kakars of his village photographed. The kakars were only handled by the senior gapars, and only left or 'came down' from the haus tambaran on the occasion of the gapars handing over the priestly function to another orob or generation. Somare himself was too young to be allowed to even see the kakars, but was included into the coming down ceremony as the interpreter for the photographer, who was of a suitable age to be attached to the next orob. Only after the ceremony was complete did Somare realise the enormity of the sacrifice made by the older priests to allow these photographs to be taken. Over the following days they completed the initiation of the new orob, thus denying themselves the privilege of serving as gapars ever again. Reflecting these interests, in 1969 he was appointed chairman of the board of trustees of the Papua and New Guinea Museum.

Somare married his wife Veronica in 1965, having courted her in traditional fashion, and then immediately left to take up his scholarship at Administrative College. They have five children, Bertha, Sana, Arthur, Michael junior and Dulciana. Somare is head of both his own family and that of his wife, who initiated him into their title "mindamot" two days after his initiation as sana. He has received several honorary doctorates, the first being from the University of the Philippines in 1976. He was appointed a member of Her Majesty's Privy Council in 1977, and was made a Knight Grand Cross of the Order of St Michael and St George (GCMG) by the Queen in the Birthday Honour List of 1990.

Now, having read through the biography of Sir Michael Somare, complete the activity below.



**Learning Activity 5**

**Identify five journeys and five quests of Sir Michael Somare and complete the table below. The first examples have been done for you.**



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

**A.**

Journey	Quest
1. Learning to read and write.	1. Politician
2.	2.
3.	3.
4.	4.
5.	5.

**B. Now, use the information on the table above to write a poem about Sir Michael Somare’s personal journey and quest.**

\_\_\_\_\_

Title

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

Now complete the grammar activity below.

**Use of Capital Letters**

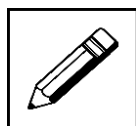
Capital letters are big letters that are used at the beginning of a word. There are two ways of using capital letters.

1. We use capital letter with words at the beginning of a sentence.



2. We also use capital letter in the first letter of a proper pronoun. These special names include any particular person, animal, place, time, subject and behavior.

Now complete this activity.



### Learning Activity 6

Complete the activity below by inserting a capital letter where appropriate.



You have  
5 minutes for  
this activity.

1. mary, susan and peter are travelling to rabaul in december.

\_\_\_\_\_

2. the tolais are a group of people from east new britain.

\_\_\_\_\_

3. jedidiah and emmanuel are coming home this afternoon.

\_\_\_\_\_

4. how did the americans' conquer the pacific?

\_\_\_\_\_

5. 'never do that!' i screamed aloud.

\_\_\_\_\_

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

### 11.1.1.2 The Elements of Poetry

Poetry can also be defined as literature in a metrical form or a composition, forming rhythmic lines. A poem is something that follows a particular flow of rhythm and metre. Compared to prose, where there is no such restriction, the content of the piece flows according to the story. A poem may or may not have a story, but definitely has a structured method of writing as described above.

Given below are the elements of poetry.

1. **Rhythm:** It refers to a regular pattern of sounds used in a poem.
2. **Metre:** This is the basic structural make-up of the poem. Do the syllables match with each other? Every line in the poem must adhere to this structure. A poem is made up of a block of lines, which convey a single strand of thought. Within the blocks, a structure of syllables which follow the rhythm has to be included. This is the metre or the metrical form of poetry.
3. **Stanza:** It is defined as a smaller unit or group of lines or a verse in a poem. A particular stanza has a specific metre and rhyme scheme. Based on the number of lines, stanzas are named as couplet (2 lines), tercet (3 lines), quatrain (4 lines), cinquain (5 lines), sestet (6 lines), septet (7 lines) and octave (8 lines).



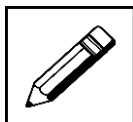
4. **Rhyme:** A poem may or may not have a rhyme. When you write poetry that has rhyme, it means that the last words or sounds of the lines match with each other in some form. Rhyme is basically similar sounding words like cat and hat, close and shows, house and mouse. Free verse poetry, though, does not follow this system.
  5. **Rhyme Scheme:** As a continuation of rhyme, the rhyme scheme is also one of the basic elements of poetry. In simple words, it is defined as the pattern of rhyme. Either the last words of the first and second lines rhyme with each other, or the first and the third, second and the fourth and so on. It is denoted by alphabets like aabb (1st line rhyming with 2nd, 3rd with 4th), abab (1st with 3rd, 2nd with 4th) and abba (1st with 4th, 2nd with 3rd).
  6. **Theme:** This is what the poem is all about. The theme of the poem is the central idea that the poet wants to convey. It can be a story, or a thought, or a description of something or someone; anything that the poem is about.
  7. **Symbolism:** Often poems will convey ideas and thoughts using symbols. A symbol can stand for many things at one time and leads the reader out of a systematic and structured method of looking at things.
  8. **Imagery:** It is also one of the important elements of a poem. This device is used by the poet for readers to create an image in their imagination. Imagery appeals to all the five senses. For example, when the poet describes, the flower is bright red, an image of a red flower is immediately created in the readers mind.
  9. **Intonation:** The rise and fall of the voice in speaking, as this mainly affects the meaning of what is being said.
  10. **Assonance:** The use of similar vowel sounds within a word rather than similar sounds at the beginning or end of a word. For example, the use of letters 'a' as in **bat** rather than a long 'a' as in **bath**, short 'e' as in **wet** rather than a long 'e' as in **weep**.
  11. **Consonance:** It occurs where a consonant sound is repeated throughout a sentence without putting the sound only at the front of a word. Consonance provokes a more subtle effect than alliteration and so is less useful as a structural element. For example, the use of stopped or hard consonants (like the letters, b,d,g,t,k,p) and soft consonants like (i ,r,m,n,ng) used in a poem.
  12. **Alliteration:** The repetition of letters or letter-sounds at the beginning of two or more words immediately succeeding each other, or at short intervals; or the recurrence of the same letter in accented parts of words.
  13. **Mood:** The way you feel when you read a poem. A poet may create the sounds that sets the mood. The examples are as follows, **from the brook, I bubble into the edging bays, I bubbled on the peddles**. The use of the word **bubbles gives you the bubbling sound**.
-





14. **Imagery:** Refers to the mental pictures that are created in your mind by poetic language. For example, the poet may use the phrase, “**I send my glance like water, Across the scene’s dry cold,**” makes you picture how you are looking through a long piece of land covered in snow.

Now, let us identify the above elements in the poem below.



**Learning Activity 7**

**Read the poem and complete the following activities.**



**You have 10 minutes for this activity.**

**Marbles**

Each recess the battle rages  
marbles flicked from the thumbs  
across the playground dust

like insults flying in anger  
like bullets out from a gun  
The bell rings  
the players scatter  
an abandoned marble lies  
like forgotten eyes  
like a drop of water  
like a spent bullet.



1. Identify a pair of words that rhyme in the poem.

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2. Identify three examples of imagery phrases.

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3. Identify any phrases that indicate the mood of the poem.

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

Now, that you have covered the different elements of poetry, you will now identify the different types of journeys and quests.

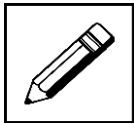
**Spiritual, Physical and Psychological Journeys**

There are many different types of journeys. Previously, we looked at journey in a more general way as an experience of changing or developing from one state of mind to another. We have many different types of journeys. It maybe, used as a search for nobility, goodness and enlightenment.

We will look at three types of journeys which are important to our lesson. These are spiritual, physical and psychological.

When we talk about spiritual journey; it refers to an individual walking in belief and faith that there is God. When we look at physical journey; we refer to our body and its movement in the surroundings that we have. Finally, psychological journey refers to how our mind is focused on the journey ahead or in the future.

Now, take a look at the journey and quest in the following poems.

**Learning Activity 8**

**Study the two poems titled “Episode” author unknown, and “My happiness Gone” by Patrick Panta given below and compare journeys and quests by answering the questions that follow.**



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

*Poem 1***Episode**

We lunge to a halt  
At last  
The motor roars its last roar and the brake hiss.  
People rise and rustle their clothes,  
Bags scrape across the luggage rack  
And the sweat sticks me to the seat,  
Cries, tears and laughter  
Greets podgy men and old aunts,  
But there’s no-one there,  
to meet my searching stare.



1. Why is the poem titled “Episode”?

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2. Where is the setting of the poem?

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3. Identify a word from the poem that represents sound.

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4. How does the poet feel in the poem? Give reasons for your answer.

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Poem 2

**“My Happiness Gone”**

By Patrick Panta

My happiness gone  
Through it  
All came  
My choice  
My life

My family  
All pushing me ahead  
Pushing me in school

In career  
In life  
My future lay untouched  
My career crippled



A child wondering about his future.

5. Who is the poem referring to?

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6. What exactly is happening in the poem?

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7. How do you think the poet is feeling?

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8. Identify a word that means the same as job.

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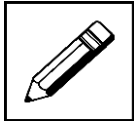
**Check your answers at the end of the unit before proceeding to the next part.**



Now move on to identifying journeys and quest in the verses from the Holy Bible.

**Journeys and Quests in the Holy Bible Verses**

Holy Bible verses are important part of spiritual building in all individuals. In our everyday struggles, journeys or quests for perfect living in societies, bible verses enrich us.



**Learning Activity 9**

**Complete the activity A and B below.**



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

**A. Read and listen to the Holy Bible verses indicated below. After reading these verses think about what they mean and reflect on them.**

**1. Mathew 6.3**

But when you do a charitable work, do not let your right hand know what your left hand is doing.

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**2. Romans 8:28**

And we know that all things work together for good to those who love God, to those who are called according to his purpose.

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**B. Now, use your Holy Bible to find these verses below, then, read them aloud on your own. After reading these verses think about what they mean and reflect on them. Write your reflections on the lines provided.**

**3. Proverbs 1:10**

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**4. Proverbs 1-3**

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**5. Now, study these verses (Mathew 6.3, Romans 8.28, Proverbs 1:10 and Proverbs 1:3) and construct 3 statements. Take note statements are sentences that say something is either true or false, as in the sentence, 'Port Moresby has less rainfall than Madang' is a statement.**

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

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

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

**6. Now, transform these 3 statements into yes-no questions. Yes-No questions are questions that have only the answer yes or no. An example is, 'Does it rain in Alotau?'**

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

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

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



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

Now let us look at the different types of poem.

### **11.1.1.3 Types of Poetry**

#### **Narrative Poetry**

Narrative poetry is a form of poetry that tells a story, often making use of the voices of a narrator and characters as well; the entire story is usually written in metre verse. The poems that make up this genre may be short or long, and the story it relates to may be complex. It is usually dramatic, with objectives, diverse characters, and metre. Narrative poems include epics, ballads, idylls, and lays.

Shorter narrative poems are often similar in style to the short story. Sometimes these short narratives are collected into interrelated groups, as with Chaucer's *Canterbury Tales*. Some literatures contain prose narratives that include poems and poetic interludes; much Old Irish poetry is contained within prose narratives.

Here are some examples of narrative poems.

#### **1. Epic Poetry**

Epic poetry is a genre of poetry, and a major form of narrative literature. This genre is often defined as lengthy poems concerning events of a heroic or important nature to the culture of the time. It recounts, in a continuous narrative, the life and works of a heroic or mythological person or group of persons.

Read the example of an epic poem by Wayland Bunch below.

#### **Inhaling the Sea**

The scent of freedom  
An epic journey begins  
The sea to my face  
My back to the blowing winds  
Uncertainty breeds new life

#### **2. Dramatic Poetry**

Dramatic poetry is drama written in verse to be spoken or sung, and appears in different forms and are relating to culture. Here are two examples by **Cona Adams**.

*Example 1*

#### **You Are Holy To the Lord**

If you have poems to offer,  
you are part of poetry soup.  
If you are a part of poetry soup,

---

you are a people person.

If you are a people person,  
you are searching for community.

If you are searching for community,  
you are asking for love.

If you are asking for love,  
you are reaching out to others.

If you are reaching out to others,  
you are worthy.

*Example 2*



### Sparrows

Not one sparrow falls to the ground,  
except the Father sees.  
You are of more value than many sparrows.

Every hair of your head is numbered.  
The number changes every day;  
old hairs fall out, new hairs grow in.



Every day, He has your number.  
Matthew 10: 29-31

3. **Satirical Poetry** can be a powerful vehicle for satire. The Romans had a strong tradition of satirical poetry, often written for political purposes. Here is an example of a satire written by William Shakespeare. Please take note that the poem is written in older version of English.

### Where Art Thou?

Where art thou, Muse, that thou forget'st so long  
To speak of that which gives thee all thy might?  
Spend'st thou thy fury on some worthless song,  
Darkening thy power to lend base subjects light?  
Return, forgetful Muse, and straight redeem  
In gentle numbers time so idly spent;  
Sing to the ear that doth thy lays esteem,  
And gives thy pen both skill and argument.

Rise, resty Muse, my love's sweet face survey  
If time have any wrinkle graven there;  
If any, be a satire to decay,  
And make time's spoils despised everywhere.  
Give my love fame faster than Time wastes life;  
So thou prevents his scythe and crooked knife.

#### 4. Light Poetry

Light poetry, or light verse, is poetry that attempts to be humorous. Poems considered "light" are usually brief, and can be on a frivolous or serious subject, and often feature word play, including puns, adventurous rhyme and heavy alliteration. Although a few free verse poets have excelled at light verse outside the formal verse tradition, light verse in English is usually formal.

##### **Black ink**

Snow like my skin,  
In white paper black ink!

#### 5. Acrostic Poems

A poem, usually in verse, in which the first or the last letters of the lines, or certain other letters, taken in order, form a name, word, phrase, or motto.

Here is an example in English titled, "The name Jedidiah".

J-joyful  
E-elegant  
D-darling  
I-inspirational  
D-dedicated  
I-interesting  
A-Adorable  
H-honest



Now, study the different types of lyric poems and their examples.

6. **Lyric** poetry is a genre that, unlike epic and dramatic poetry, does not attempt to tell a story but instead is of a more personal nature. Poems in this genre tend to be shorter, melodic, and contemplative. Rather than depicting characters and actions, it portrays the poet's own feelings, states of mind, and perceptions.

The following are the examples of lyric poems.

##### a. **Elegy**

Is a mournful, melancholy or plaintive poem, especially a lament for the dead or a funeral song. The term "elegy" which originally denoted a type of poetic metre (elegiac metre), commonly describes a poem of mourning. An elegy may also reflect something that seems to be strange or mysterious to the author. The elegy, as a reflection on a death, on a sorrow more generally, or on something mysterious, may be classified as a form of lyric poetry. Here is an example of a poem titled, "Who Knew" by Mrs. Fredah Militan Wallum

##### **Who Knew**

Who knew...  
Who knew life would take this turn

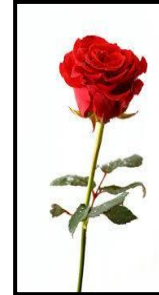


So early in time  
I didn't get a chance to take it all in  
The time for me to spread my wings  
Came to soon

Who knew...My last day  
Would be with the ones I love  
To laugh with friends and yes, my love too

Who knew?  
Life is love, when you are embraced by all  
I wasn't done loving you by far...  
But God needed me so he called

Who knew?  
Who knew life would take this turn  
I love you all though time is short  
Embrace each other and please don't mourn  
Instead, celebrate my life  
I'm still dancing in heaven and I want you to dance too.  
Who knew?



**b. Fable**

The fable is an ancient literary genre, often (though not invariably) set in verse. It is a succinct story that features anthropomorphized animals, plants, inanimate objects, or forces of nature that illustrate a moral lesson (a "moral"). Verse fables have used a variety of metre and rhyme patterns. Here is an example Written by Fredah Militan Wallum.

**The Farm Animals**

A mice and other animals lived in a farm.  
A mice sees food on a trap,  
And wants to have it.  
But, realises he would be trapped.  
So, the mice asks the chicken,  
To help get the food?  
But she replies,  
I don't care.

So, it asks the pig,  
To help get the food?  
The pig replies,  
I don't care.

So the mice asks the cow,  
To help get the food?



But the cow replies,  
I don't care

A snake crawls in,  
Decides to have the food,  
But was caught in the trap.  
It struggles to get free.  
Soon, there was commotion,  
The farmer's wife rushes in.  
To see a snake caught in the trap,  
The snake bites her.

The farmer kills the snake,  
And takes the wife  
Quickly, to the hospital.  
But she is still very ill.

The farmer decided to  
slaughter the chicken  
to make chicken soup for her.  
But she is still very ill.

So the farmer thought,  
Pork soup would heal her,  
so he slaughters the pig.  
But she dies.

People came to her funeral.  
So the farmer, slaughters the cow  
to share with them.  
The mice peep out and have a sigh of relief.

The moral of the story is that when a person needs help, we need to assist because it will definitely affect us one way or another.



**c. Prose Poem**

Prose poetry is a hybrid genre that shows attributes of both prose and poetry. It may be indistinguishable from the micro-story or a flash fiction. The prose poetry is commonly regarded as having originated in 19th-century. Here is an example by Charlx Thomas, titled; "Jesus Everyday".

**Jesus Everyday**

Jesus Every day,  
Fruit not even ripened, yet still green, so it will



last.  
Meat, already cooked so eye is not embarrass.  
Health, the center of my body, so uncertain, and yet it works.  
Love in heart so pure forgiven; life cascading from HIS throne.  
Eye paused and still considered life.  
Eye have my everyday JESUS.

**d. Speculative Poem**

Speculative poetry, also known as fantastic poetry, is a poetic genre which deals with subjects which are 'beyond reality', whether via extrapolation as in science fiction or via weird and horrific themes as in horror fiction. Such poetry appears regularly in modern science fiction and horror fiction magazines. Edgar Allan Poe is sometimes seen as the "father of speculative poetry". Here is an example by Robb A. Kopp, titled; "Speculative."

**Speculative**

For the lost they lead  
On the path set by their lord  
For the oppressed they bleed  
Modern masons marching forward  
For the hungry they feed

Brave crusading knights  
Templar invaders

European crusaders  
Selfless attitude ignites

Fraternal in one accord  
Brave crusading knights  
On the path set by their lord  
Constructing gothic sites  
From the west marching forward



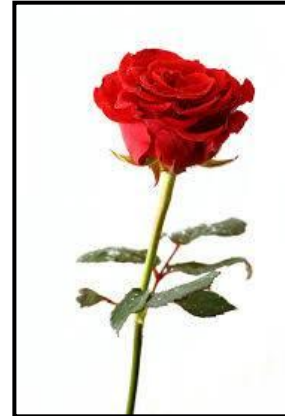
Entrance through Masonic rites

**e. Sonnet**

Among the most common forms of poetry through the ages is the sonnet, which by the 13th century was a poem of fourteen lines following a set rhyme scheme and logical structure. Sonnets are particularly associated with love poetry, and often use a poetic diction heavily based on vivid imagery, but the twists and turns associated with the move from octave to sestet and to final couplet make them a useful and dynamic form for many subjects. Shakespeare's sonnets are among the most famous in English poetry, with 20 being included in the Oxford Book of English Verse. Here is an example by an anonymous poet titled "A Piece of My Love."

### A Piece of My Love

Take a small piece of my love for you,  
and hide it somewhere sweet.  
Never tell another soul,  
no matter who you meet.  
Now take this as a memory,  
and leave it in the past.  
Life's too short to take it hard,  
and good things never last.  
If by chance i go away,  
or find another home.  
If things don't go right for us,  
and you feel all alone.  
Don't let time waste you away,  
remember your surprise.  
That a small piece of my love,  
still hides behind your eyes.



f. **Villanelle**

The villanelle is a nineteen-line poem made up of five triplets with a closing quatrain; the poem is characterized by having two refrains, initially used in the first and third lines of the first stanza, and then alternately used at the close of each subsequent stanza until the final quatrain, which is concluded by the two refrains. The remaining lines of the poem have an a-b alternating rhyme. The villanelle has been used regularly in the English language since the late 19th century by such poets as Dylan Thomas, W. H. Auden, and Elizabeth Bishop.

Read an example by Susan Thomas titled, **Life Cycle**, below.

### Life Cycle

Early morning I have to wake up and catch the train.  
Distance long and crowd among, early start the only way.  
Mortgaged soul, lend heart and invested brain.  
Up to this journey, what I've lost and what is gain?  
Calculated not what I possess and what to pay.  
Mortgaged soul, lend heart and invested brain.



Daily spin the words, infertile ideas I toil to explain.  
They call me \*babu, office assistant you better say.  
Early morning, I have to wake up and catch the train.

Contrary policies and balance to maintain  
Malice, greed, pride sharp word spikes and I'm the prey.  
Mortgaged soul, lend heart and invested brain.

You know the story of rabbit visiting lion's den.  
Heap of bones, going in foot prints no signs out way.

Early morning I have to wake up and catch the train.  
Call it cycle of life or the destruction chain.  
Earning sources, means of livelihood taking lives away.  
Early morning I have to wake up and catch the train.  
Mortgaged soul, lend heart and invested brain.

**g. Haiku**

Haiku is a popular form of unrhymed Japanese poetry, which evolved in the 17th century from the hokku, or opening verse of a renku. Here is an example titled, "Individuality". It consists of only three lines with a total of seventeen syllables, structured in a 5-7-5 pattern.

**Individuality**

intolerable  
individuality  
anticipated.

**h. Odes**

An ode is a rhyming poem describing the good qualities of a person or object. Each stanza has a regular pattern and is usually divided into three sections. Here is an example by David Teminjesu titled, "A true Friend".

**A true friend**

A true friend is  
a good friend who would  
come get your bail.  
But a true friend should  
be with you in the jail.

A true friend is like a pest,  
till you take the right step.

He won't let you rest  
and he'll always offer help.  
A true friend is like a rare gift  
that comes at the right time.  
He gives you the best lift  
he helps you get to your prime location.

The best kisses to a true friend  
with peace and joy that would never end.  
The space they fill no one would ever mend  
and their help, they'll always lend.



Now that you have looked at the different types of lyric poems, complete the activities below.

**Learning Activity 10**

Choose one type of poem (a lyric or a narrative) and write a short poem about a person you have known in your life. A sample poem is given in the answer key.



You have 30 minutes for this activity.

**A. Write your poem here.**

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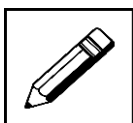
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**B. Study the following definitions for the different poems given on pages 24 to 32. Write the correct word that goes with each definition.**

1.	A popular Japanese poetry begins in the 17 <sup>th</sup> Century.
2.	These poems are written from a political perspective.
3.	The types of poem are written about a hero.
4.	These types of poems are considered humorous.
5.	These types of poem are written about love.

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

Now, let us look at the following grammar activity.

**Learning Activity 11**

There are nineteen (19) words missing from the short paragraphs. Read through the passage to get a fair idea. Then, fill in the missing words. The words should be grammatically correct. Write your answers in the spaces provided.



You have 30 minutes for this activity.



Lyric poetry (1. \_\_\_\_\_) a genre that, unlike epic and dramatic poetry, does not attempt to tell a story but instead is of a more personal nature. Poems in this genre (2. \_\_\_\_\_) to be shorter, melodic, and contemplative. Rather than depicting characters and actions, it portrays the poet's (3. \_\_\_\_\_) feelings, states of mind, and perceptions.

An elegy is a mournful, melancholy (4. \_\_\_\_\_) plaintive poem, especially a lament for the dead or a funeral song. The term "elegy," which originally denoted (5. \_\_\_\_\_) type of poetic metre (elegiac metre), commonly describes a poem of mourning. An elegy may also reflect something that seems (6. \_\_\_\_\_) be strange and mysterious to the author. The elegy, as a reflection on a death, on a sorrow more generally, or on something mysterious, may be classified as a form of lyric poetry.

The fable is (7. \_\_\_\_\_) ancient literary genre, often (though not invariably) set in verse. It is a succinct (8. \_\_\_\_\_) that features anthropomorphized animals, plants, inanimate objects, (9. \_\_\_\_\_) forces of nature that illustrate a moral lesson (a "moral"). Verse fables have used a variety of metre and rhyme (10. \_\_\_\_\_). The villanelle is (11. \_\_\_\_\_) nineteen-line poem made up of five triplets with a closing quatrain; the poem is characterized by having two refrains, initially used (12. \_\_\_\_\_) the first and third lines of the first stanza, and then alternately used at the close of each subsequent stanza until (13. \_\_\_\_\_) final quatrain, which is concluded by the two refrains. The remaining lines of the poem have an (a-b) alternating rhyme. The villanelle has been used regularly in the English (14. \_\_\_\_\_) since the late 19th century by such poets (15. \_\_\_\_\_) Dylan Thomas, W. H. Auden, and Elizabeth Bishop.

An (16. \_\_\_\_\_) is a rhyming poem describing the good qualities of (17. \_\_\_\_\_) person or object. Each (18. \_\_\_\_\_) has a regular pattern and is usually divided (19. \_\_\_\_\_) three sections.

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

Now, let us move on to learning how to read a poem.

#### **11.1.1.4 Reading Poetry**

Hints on reading poetry.

1. Remember that when reading a poem, you must read aloud and listen to others read.
2. Read aloud a poem several times.



3. Think about the way the poem is structured. Where will you pause, how you will pronounce the words, and which place will you put the stress on.



**Learning Activity 12**

**There are nineteen (19) words missing from the short paragraphs. Read through the passage to get a fair idea. Then, fill in the missing words. The words should be grammatically correct. Write your answers in the spaces provided.**



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

The poem, "If I might be an Ox" by an Anonymous Person, is actually a song of the Galla Tribe in Ethiopia that was passed down from generation to generation by oral tradition.

**A. Now, before you read the poem, 'If I Might Be An Ox', predict what the poem is about, by looking at the title. Write your answer below.**

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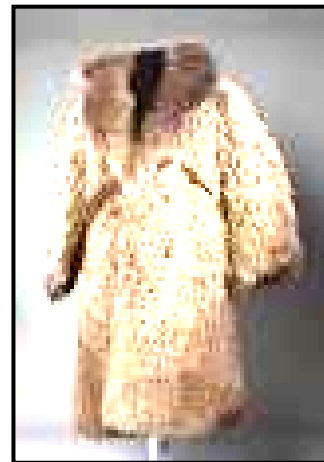
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**B. Now read the whole poem and answer the questions that follow.**

**'If I Might Be An Ox'**

An ox, a beautiful ox.  
Beautiful but stubborn.  
The merchant would buy me,  
Would buy me and slaughter me,  
Would spread my skin.  
Would bring me to the market.  
The course woman would bargain for me.  
The beautiful girl would buy me.  
She would crush perfumes on me.  
I would spend the night rolled up around her.  
I would spend the afternoon rolled up round her.  
Her husband would say: it's a dead skin.  
But I would have her love.



1. Why is the poem titled, 'If I might be an ox'?

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2. Why is an ox described as stubborn?

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3. What does the poet mean by the last line, **But I would have her love?**

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4. Identify a word from the poem that means the same as **purchase**.

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

Now complete the grammar activity below.



**Learning Activity 13**

**Look at the explanation of infinitives and complete the activities below.**



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

An infinitives verb is a form of verb that does not change to indicate a particular tense. The infinitive usually occurs with 'to', as in 'to go' as seen in example, 'I want to study at University.'

- A. Use infinitives to list down future plans about your goals in life. Fill in your goals in the table below. An example of your current goal has been done for you.**

<b>Infinitives</b>
1. to study
2.
3.
4.
5.

- B. Now use your list of goals to write a poem in line with your future plans, and add your own title.**

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Title

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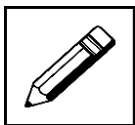
**Check your answers at the end of the unit before proceeding to the next part.**

Now you will look at how to analyse poems.

### 1.1.1.1.5 Analysing Poetry

In the previous topic, you studied the different elements of a poem and how they were used in poems. The elements are rhythm, metre, stanza, rhyme, rhyme scheme, theme, symbolism, imagery, intonation, assonance, consonance, alliteration, mood, and imagery.

Analysing poems is a very exciting and useful skill that one must master to fully understand and appreciate poems. Here we try to identify how the poet has written the poem by studying the setting, the tone, the characters, the use of words (if figurative language use) and how the poem is structured.



#### Learning Activity 14

Study the poem titled, “Rain Song” by Purugo Matiabe, then answer the questions that follow.



You have  
30 minutes for  
this activity.

#### Rain Song

Under the sun  
The clouds crawl lazily  
The earth’s grassland is dry  
The ravines suck the river  
By the fire  
Alone I thirst and weep  
All day long  
The cats and the dogs weep too.  
For the rain to come

All night we all cry  
For the witch doctor to come  
To tell us when it might rain





And take me away  
Oh! listen to the pobogiris  
And the ikitoras  
Hey, you young man out there

Hear the parrots call  
Hey, you young women out there  
The time is coming  
The rain is coming  
Listen to your hearts  
The rain has come at last  
Kobirendu, Kobiredu  
Kobire bire...will have  
To be banished  
From thy lips now



1. State three examples of alliteration.

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

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

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

2. What is the mood of the poem?

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

3. Why does the poet name the song **Rain Song**?

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

4. Why were the animals weeping?

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

5. In line 21, why has the poet included **listen to your heart**?

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

6. Give two examples of images that you can picture in the poem.

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

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



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

### How to Analyse a Poem?

1. Read the poem several times. Multiple readings are required in order to get a feel for the poem's theme and emotion. Often, reading it aloud will help you recognize how the grammar and form function as well as feel the emotion it is intended to evoke.
2. Note any words or phrases you do not understand in the poem, including the title, and use a dictionary to look them up. It is imperative to know the meaning of every word used in the work as poets choose them carefully.
3. Establish the dramatic situation of the poem by determining who the speaker is (it is not always the poet), where the poem takes place and what actually happens during the work. Understanding these things will help you recognize point of view, imagery and dramatic elements necessary to analyze the poem's meaning.
4. Interpret sensory images and objects by analyzing what they signify, or the emotion they evoke. Sometimes this may be a single object such as a rose or an active image such as a funeral procession. Brainstorm what these things mean and how they make you feel to help unravel the theme and tone of the poem.
6. Determine the meaning of the poem by putting all of the previous elements together. A poet creates his work by combining words, images and emotions to convey a point. Once you have now broken them down individually, you can see how they work together to convey a central message or theme.

Now you will learn about the figurative language use in poems.

### Figurative Language in Poems

Figurative languages are used by poets to call up pictures in the readers mind. All the poems included in this unit have figurative languages. However, a poem used without figurative language is also effective.

#### 1. **Simile**

A simile requires us to picture and compare a thing with another. The words used are “as....as” and “like....” are used to link pictures in the reader’s mind.

Here is the first example titled “Marbles” by Susan Baing.

#### **Marbles**

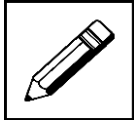
Each recess the battle rages  
Marbles flick from thumb  
Across the playground dust  
Like insults flying in anger

Like bullets out of a gun  
The bell rings  
The players scatter





An abandon marble lies  
Like a forgotten eye  
Like a drop of water  
Like a spent bullet.

**Learning Activity 15**

Using the poem above, complete the questions below. Write your answers on the space provided below.



You have  
10 minutes for  
this activity.

1. Identify five similes from the poem above and write your answers

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

2. According to the poet, who plays marbles?

\_\_\_\_\_

3. Identify a word from the poem that means the same as **break**.

\_\_\_\_\_

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

Now you will look at metaphors.

**2. Metaphor**

A metaphor also suggests a likeness between two things. However, it uses a word or phrase to describe somebody or something else, in a way that is different from its normal use; it orders to show that the two things have the same qualities and to make the description more powerful. Metaphysical poets were a group of English poets of the 17th century who explored the nature of the world and human life, and used images that were surprising at that time. Here is an example titled, "**Walls**" by Mbuyiseni Oswald Mtshali.

**Walls**

Man is great wall builder-  
The Berlin Wall  
The wailing wall of Jerusalem  
But the wall  
Most impregnable  
Has a moat

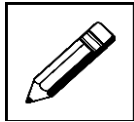


Flowing with fright

Around the heart  
A wall without windows  
for the spirit  
to breeze through  
A wall  
without a door  
for love to walk in.



Now look at the activity below.



**Learning Activity 16**

Now that you have read through the poem, study the following questions and answer them thoroughly.



You have 10 minutes for this activity.

1. Who is the poet comparing the wall with?

\_\_\_\_\_

2. Why does he compare the two things?

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

3. Identify three metaphors used in the poem.

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

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

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

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

Now let us look at Personification.

**3. Personification**

Personifications are the representations of inanimate objects or ideas as living beings. Inanimate things are given human qualities such as habits, actions, feelings, thoughts and even personalities. Some examples are given below.

- a. Fire stalked across the plains
- b. The frog crept from the river's edge

Here is also an example of a personification poem, titled, "Pinnacles" by Makerita Vai.



### Pinnacles

Ruggedly tall and imposing  
Staring menacingly  
Vibrating eeriness  
Intimidating the stranger  
With its unwelcoming ugliness  
Breath of barrenness  
Overbearingly dry  
Their worn out existence  
Pierces the stillness  
Threatens the stillness  
Threatens the sky  
Violently guards the dust upon  
which her people survive.



#### Learning Activity 17

Using the above poem, answer the questions given below.



You have 30 minutes for this activity.

1. Identify three personifications used in the poem.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. Define the following words and state what part of speech each word is in. You may use the glossary at the back of this book or a standard dictionary.

**For example:** line (noun) refers to each line in the poem.

- a. Pinnacles

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

- b. Menacingly

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

- c. Unwelcoming



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d. Existence

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e. Stillness

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f. Dust

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

You will now proceed to looking at short stories.

## **11.1.2 SHORT STORIES**

### **11.1.2.1 What are short stories?**

A short story is a brief work of literature, usually written in narrative prose. Short stories emerged from earlier oral story telling traditions in the 17<sup>th</sup> century. A short story has no length.

A story is also known as a narrative. It is a report of connective events presented in a sequence of written or spoken words, and/or in a sequence of pictures.



#### **Purpose of a Short Story**

There are many reasons why stories are written. Authors of stories know a lot of different techniques, ranging from irony, change of fortune to abrupt and surprising ending. Most stories have what is known as the moral or lesson that the writer wants people to learn. They create a character that acts imprudently and gets burned for it in the end. They want the reader to think, "I would never behave that way myself!"

Most of the time, however, the moral is not so clear, and sometimes there is none! But even so, the writer wants to produce some kind of emotional response in the reader, be it anger,





surprise or even happiness. After all, what is the point of writing a story when people will feel nothing after reading it? To do this, writers use a lot of different techniques, ranging from irony, change of fortune to abrupt and surprising endings.

Read an example on the next page.

In a particular story, **Girl Power**, by LJ Kundananji, he employs a surprise and abrupt ending in which the girls who have been talking disparagingly about a certain 'Big John Sleepy-Head' are taken by storm when he actually shows up in the room looking for one of them:

"...The door flew wide open and in walked Big John Sleepy-head. The girls stared at him in horror and sheer disbelief.

"Hi girls!" he greeted merrily, "Is this where I can find Bessie?"

At this point the story ends, with no explanation at all as to why John is looking for Bessie, but it sure does leave the reader startled and intensely curious. She remains reaching conclusions in her heart. LJ Kundananji certainly has achieved the effect that he wants to produce in his readers. The story has achieved its purpose.

So if you want to be a good story writer, you must learn how to play around with your character in such a manner that you elicit the desired response in the reader. We are going to see how we can do that soon.

Before writing a story, you need to ask yourself what is it that you really want to tell people out there. You may want to address a certain unpleasant situation, or you may just want to give people a piece of your mind. Story writing enables you to do that, and it makes it fun too!

Study the two main categories of short stories and their respective types.

### 1. **Non-Fiction**

- a. **Biographies** are stories of someone's life written by someone else. An example of a biography about Sir Michael Somare has been given on pages 14 to 16.
- b. **News journalism** refers to articles/stories written in the newspaper about an event that happened. Here is an example:

#### **Trials Carry Weight**

The Papua New Guinea Weightlifting Federation will have their second Pacific Games trials this weekend at High Performance Centre in Port Moresby.

The competition will double as an Oceanic-level trial for the country's elite junior and senior lifters. Stars like Dika Toua and Steven Kari will chalk up for another round of lifts and the possibility of new National records being set is good.

Weightlifting president, Sir John Dawanincura said the second trial was to monitor the progress of their athletes training at the center.



Dika Toua in action.

- c. **Historiography** is a story of the past. Some examples of stories are myths, anecdotes and legends.

#### How Coconut Came to Be

Once there was a mother with a son living on an island. On the same island lived a giant. They were always careful they do not let the giant know they were living on the island. One day the son went hunting.

He chased a boar right into the giants' cave. The giant hearing the commotion turned only in time to see both the boy and boar rushing into the cave. The giant blocked off the entire exit and caught the boy and the boar. He ate them for dinner. The giant dug a hole and buried the head of the boy. The next morning a palm tree grew up from the same place. Nuts soon appeared on the palm tree which was shaped like the head of the boy. The palm tree was named coconut tree. Today, you will see the nut to have the shape of the boy's head and two eyes.



The second category of stories is called **fiction**.

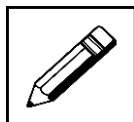
## 2. Fiction

- a. The **Love Story** – Love is an essential ingredient of human life. The love story is generally liked by the readers, because there is an appeal to our emotions and our passions in a love story. The plot of the love story is generally the same. A man meets a woman. He is attracted to her enchanting and ravishing beauty. She is gradually attracted towards him. But the course of true love does not run smoothly. The lovers are opposed by their parents or social laws. There is a conflict. Ultimately, the opponents are forced to agree to their wishes and they are happily married.



Sometimes there is a rival of the lover, the hero of the story. If ultimately the villain or the rival is defeated and punished, and the hero marries the woman he loves, it is a comedy pure and simple. If, in the bitter clash, the hero is overcome and falls, the ending is tragic. With a little change in details, names and setting, nearly all love stories follow this pattern.

- b. The **Adventure Story** – In the adventure story, there are heroic exploits and adventures of a risky nature. The stories of Kipling, Walter De La Mare and many others are adventure stories. These writers take us to impregnable jungles, desert islands, invincible mountains, treasure hunts, queer birds, beasts, and thrilling discoveries at the bottom of the ocean and beyond the world of men.
- c. The **Detective Story** – The detective story deals with crime and the unravelling of the crime. In detective stories some crime is committed, and the police pursue the criminals. The criminals evade the police, but they cannot evade the penetrating eyes of the shrewd investigators, like Sherlock Holmes. The interest lies in the unravelling of the mystery and the handling of the matter by the chief investigator of the crime. There is constant suspense and animation. The stories of Conan Doyle, Ronald Standish, Edgar Wallace, are detective stories. The heroes of the stories, say Sherlock Holmes in Conan Doyle's stories, succeed in tracing even the craftiest of the culprits.
- d. The **Horror Story**, a story in which the focus is on creating a feeling of fear. Such tales are of ancient origin and form a substantial part of the body of folk literature. They can feature supernatural elements such as ghosts, witches, or vampires, or they can address more realistic psychological fears.
- e. The **Scientific Story** or **Scientific Fantasy** – The scientific story deals with the facts of science in an interesting, imaginative manner. The subject matter of the story is provided by the varied branches of science, but the treatment of the dull scientific matter is carried on imaginatively. The stories of H.G. Wells are highly scientific in character. He deals with the facts which are scientific by their very nature – but do not have yet a scientific basis of truth. Wells is the most important writer of scientific fantasies.
- f. The **Social Story** – Short stories have been written on social problems. There are a number of social problems which face every society, and stories are written on these subjects. The aim of the social story is to focus on the intricate social problems in an interesting manner. The stories of John Galsworthy are purely social stories. In them we find the conflict between society and the individual. The writer questions the validity of the prevailing customs and contentions of society. He discusses subjects like social equality, the distribution of wealth, and the righteousness of social laws etc. These social stories are very interesting and can serve the useful purpose of reforming the evils of our social life.



### Learning Activity 18

**Study each extract from a short story then classify by writing its type on the blank space provided. The first one has been done for you.**



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

1. Horror Story

“Did you hear that!?” he shouted with fear. “No I didn’t. It is just your delusion”, Mr. Johnson exclaimed.

After a while of walking down the strange street, Ben could sense the presence of someone, apart from the old man. He then heard the sound of footsteps approaching them. Scared to death, as he was about to turn around, he felt a hand on this shoulder. Chills ran down his spine as he saw a terrifying lady dressed in white clothes. Her hair was all messed up, she had scary long nails and her feet were twisted.

“Still you don’t get it? You shouldn’t have helped me you fool. We are the ghosts of this street!” the old man shouted and disappeared in the air.

Shocked by all of this, Ben collapsed.

## 2. \_\_\_\_\_

“Ahh!” screamed Conor as bolts of fire came rolling down the volcano. It had been a blur of how this happened, which was making it hard for him to remember when the volcano started erupting. Maddie, Conor, Ben, and Hannah were on a bush walk at the Volcano Lands. Volcano Lands was a mountain range which had mountains and a volcano formed there and wasn’t a very high tourist attraction but they liked it. After that, he remembered them splitting up and he heard weird sounds. Then he remembered the volcano exploding. Conor started to worry about how everyone else was, how they were coping with the eruption and if they were okay. Despite being worried, he had to get it off his mind for now and continue to run. Conor was running from the flowing lava at the speed of lightning but he still wasn’t running at a fast enough speed. He knew he didn’t have far to run before the lava burnt him. He looked for side rocks on the mountains beside the volcano to jump onto but he didn’t see one that would mathematically be close enough to jump onto. It was either die risking his life to save it or die running from the fast erupting lava. He definitely wanted to live so he had to attempt to live. With all his might, he jumped to the closest ledge, just getting his hands on it. He pulled himself up. He had survived the eruption. With survival, he now started to climb up the mountain and find everyone else.

## 3. \_\_\_\_\_

There Once was a space trooper from the planet mars and was supposed to go to Saturn. He lost control of the ship when he spilled his strawberry smoothie on the controls. He had no food and water and no control over the ship. In the distance he saw a green and purple coloured planet. He had never seen this planet before. The ship was getting closer and closer to the strange planet. All of a sudden there was a CRASH! The ship had crashed on the planet. When he got out, he saw these weird

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creatures. They looked like lizards but much bigger and they were the same colour as their planet. He tried asking a lizard for help. The lizards name was Bob and he was glad to help. Bob helped him fix his space ship. When they were done it looked almost new! He thanked Bob and flew away.

4. \_\_\_\_\_

“What are you up to these days?” one of my friends asked me when I met her after 5 years.

“Nothing much. Just waiting for the right man to get married to.” I replied.

She was shocked by my reply and immediately asked in astonishment, “Are you sure? Do you think it’s the right decision?”

I said, “Yes, I feel it’s the right time to get married.”

“So why did you go abroad and did your masters, when all you had to do was get married?” she asked.

“Look, this is how it goes here”, I replied.

This is how our lives progress. We are brought up in a very sophisticated manner, taught in good schools, given invaluable lessons of life, allowed to go abroad and do higher studies, and finally what happens is, we are married to someone and then the rest of our life is spent in serving and adhering to in-laws and their orders away from home. We leave our home and the people that were a big part of our upbringing and move to a new house, a new neighbourhood, a new society, completely devoid of any kind of support. We have to adjust and adjust and keep adjusting for the rest of our lives. We aren’t allowed to speak in between the elders nor are we allowed to argue with our in-laws. Our views are not considered when taking some important decisions. It’s like we exist but only in a materialistic way.

5. \_\_\_\_\_

I fear there's no denying it. He's seen right through everything and it's only a matter of time before I hear the snap of handcuffs around my wrists. I should be upset, but to be honest I'm enjoying the show too much. More than that, I'm actually eager to hear see exactly how he's going to pin me down. No doubt there was some shoddy mistake I made along the way, that's the way these things normally pan out. I'm sure that whatever happens I'll completely deserve everything that comes my way. I'm not asking for any sympathy. I am guilty after all, there's no question about that.

So I'm sitting back in my chair, quite resigned to my fate when he comes to summing things up and prepares to unveil the culprit. I'm not even listening properly anymore. It's so obvious what's coming next that I've already begun to mentally prepare my confession and congratulations to the sleuth. Something suitably witty and self-



deprecating I'm thinking. Something sharp with a little bit of style. If one has to go to the gallows, one might as well be cheerful about it, don't you think?

You can imagine my surprise then, when his voice rises to a crescendo, a peak of flamboyant outrage and, standing right in front of me, he spins and stretches out a finger and declares the murder to be none other than...Great Uncle Philip? Really? That decrepit old codger in the wheelchair? Can he be serious?

At first I can't believe it. It doesn't seem possible he's made such an obvious blunder. I'm waiting for him to crack a joke and turn his glare my way, but he never does. Instead, to Uncle Philip's horrified indignation, he runs through all the evidence that proves indisputably that he is the only one of us who could possibly have committed the crime. I'm glad to say that it does all sound very convincing. So much so that I begin to wonder whether I'm not the only murderer in the room. Maybe we both did it? Who knows? Either way it seems like I've pulled it off. I've managed to luck my way past the Great Detective and all his lackeys.

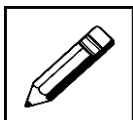
**Check your answers at the end of the unit before proceeding to the next part.**

Now study the elements of short stories.

### 11.1.2.2 The Elements of Short Stories

A short story is a concentrated form of a narrative prose elements fiction. It has the following traditional elements.

1. **Characters** are people in the story. A short story does not usually have a lot of characters.
2. **Setting** is where the story takes place. We study the time, the place and the mood of the story. Stories usually happen in one place at a particular time.
- 3 **Conflict** is the problem in the story that has to be solved.
- 4 **Action** refers to one main action in the story, which solves the problem. The action is often the most important and exciting event in the story.
5. **Resolution** is what happens after the story or end of a story.
6. **Plot** tells the reader the sequence of events.
7. **Theme** refers to a central idea or comment on some important issues that lies behind a story.



#### Learning Activity 19

**Below is a short story. Answer the following questions to identify the elements of a short story.**



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

### The Small Step

Lino stood quietly by the shade of the bamboo clump. A few metres away from her was the sharp black edge of the highway. Every few metres, a car or truck would rush past. She felt the wind caused by their passing, and rocked backwards on her feet each time. The girl had arrived at the highway two hours ago. Early in the morning she had left the mother's hut and walked down the winding dusty track, in and out of the shades of the casurinas.

She passed pigs snuffing for roots at the side of the track. She passed through the small coffee patch she had spent so many hours in, harvesting and caring for the crops. As she walked along, she chewed on the roasted kaukau her mother had given her as she left the hut. Her mother had stayed up whole night preparing the parcel of food Lino had in her bilum, before she left the house.

Also resting on top of the bilum, was a worn plastic purse. The purse was the prized possession of Lino's eldest sister. The sister had given the purse to Lino to hold the two five kina notes and small change the family had given her. Inside the purse, was the letter written by her mother's brother Kia. Kia had left the village ten years ago. He came back every year, when he had leave from his job working in a computer company in Mount Hagen. Last time he came home, Lino's mother had talked to him about Lino.



A girl from the Highlands Region.

Your niece is doing well at school. The headmaster said she will easily get her Grade 6 certificate. But I don't know what to do. The high school is so far away. None of our relatives live there. And there is often trouble because of the tribal conflicts. I don't really want her to go there. When Kia heard this, he suggested that Lino could go and live with him and his wife and attend the town high school. In exchange for her board, Lino could help his wife look after their new baby.

Lino and her mother and Kia talked about this for some time. Lino was very worried about leaving the only home she had known. She had never been to town. She had never been anywhere outside the valley she lived. The community school was in the sight of their hut. Their church was not far away, hidden by a small patch of bush. With her friends, she walked to the top of the hill and looked down on the flat and fertile valley near Mount Hagen, but she had never gone further down the track. From the crest of the hill, you could see the dark snake of the main road coiling around the groups of houses. She could tell from the many fires in the evening that many people lived down there. And they were all strangers to her. How could she survive?

As the end of the year approached, Lino was called in to the headmaster's tiny office. She saw that the headmaster had a letter on his desk. "This is from your uncle Kia," said the headmaster. "He says you can go and live with him in town. It is a good change for you, Lino. What do you want to do?"



Lino thought of the problems she knew she would have from what Kia had said on his leave. The town had good things and some bad things. She stared through the gap in the woven cane walls of the office. It would be a big change in her life. She would be the first girl in her family to go to high school. And she did so love to learn about the world. She turned back and looked squarely at the headmaster.

“I’ll go,” she said.

“Good”, said the headmaster. “I’ll do the arrangements.”

Christmas came, then New Year. Lino’s heart grew heavy at the thought of leaving her mother and her sister. She was worried about how they would cope with having to do her share of caring for the crops and coffee. They had no man to help them, and they had always worked together.

And now it was time to go. There had been some tears. Her mother and sister stood waving at the hut door until she turned the bend in the track. When she reached a small hill she looked back and could see them already in the kaukau garden on the slope of the valley side. So here she was. She had got this far, but had come to a stop. Many trucks and buses going in the same directions had passed. But when one pulled up to let someone off, or to let passengers buy the roasted corn from a nearby village was selling, she drew back into the shelter of the bamboo. She pretended to be doing anything rather than catching a ride to. She looked down at her bilum. She thought of the bilum and the purse and the money so carefully put in there. She thought of the letter and the kindness of the uncle and the headmaster. She looked along the road towards the town. She had to make a move. She turned in the other direction. A bright blue mini bus was pulling off the road. The time had come. Her legs felt heavy. Her heart beat fast and loud. She willed her arms to reach down for her bilum and purse. She looked towards the bus.

“Mount Hagen” asked the driver. She nodded, not trusting her voice, knowing her tongue was dry. Her feet seemed slow to obey her brain, but at last she took a step forward, then three more. It was done. She climbed in and took a seat by the window. Through the smeary glass, she saw the familiar hills dropped quickly out of sight.

The speed at which the bus moved amazed her. Then, she settled back and rested her head, watching the houses, gardens and coffee plantations whizz by. Her heart slowed its’ beat. The saliva returned to her mouth. The first step had been taken. Lino knew that many strange and new experiences lay ahead of her. But also she knew that her first small step had been the hardest. And now she was ready.

1. Who is the main character in the story?

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2. Where is the setting of the story?





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3. What is the conflict of the story?

---

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---

4. What is the most difficult step Lino took?

---

---

5. What is the resolution?

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

In the next topic, you will look at the different techniques in writing a short story.

### **11.1.2.3 Techniques in Writing Short Stories**

#### **Satire, Irony and Tone**

Some short stories are written for authors to show how they feel about a certain habit. One of the tools for this is to build satire and irony.

Satire is a literary mode based on criticism of people and society through ridicule. Satirists aim to show up the practices they attacked by laughing scornfully at them and showing their readers to laugh too.

Irony shows life's ironic pattern and the difference between people's hopes and the reality of things.

Tone expresses a writer's attitude towards their readers and subjects-the mood or oral view, a writer can be formal, informal, playful ironic and especially optimistic or pessimistic.

#### **How The Story is Put Together**

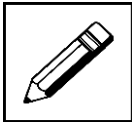


The author of “The first Step” has put the story together in a certain way. This is called a structure. The structure is the sequence or steps of the story. The structure has three steps.

The story begins in the present, then it goes back to the past to explain why the character is acting that way, then it comes back to the present as shown in the diagram below.

1. Present	2.Past	3. Present
Lino stands at the side of the highway	She decides to go to school in town.	She gets on the bus

Now, you will look at an activity that will help you in planning a story.



### Learning Activity 20

Read the instructions below and complete the writing task.



You have  
1 hour for this  
activity.

Now, think about a situation and plan on how to develop your story. You have to keep in mind the elements of a story and the structure that you will use.

**A. The table on the next page will help you plan your story. Fill in the columns with the details for your story.**

Characters	
Setting	
Conflict	
Action/Climax	
Resolution	





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

Now practice your skills in using the simple verb tenses. Correct usage of the simple verb tenses will aid you in writing clear and interesting short stories.

### **Simple Verb Tenses in English**

English has three simple tenses: present, past, and future. These simple tenses show actions or states of being at a point in time, but don't always pin down a specific moment. Past, present, and future are easy verb forms to use.

#### **Present Tense**

Present tense tells you what is going on right now. The present form shows action or a state of being that is occurring now, that is generally true, or that is always happening.

**Examples:** Reggie rolls his tongue around the pastry. (**rolls** is in present tense)  
George plans nothing for New Year's Eve because he never has a date. (**plans, has** are in present tense)

#### **Past Tense**

Past tense tells you what happened before the present time. Consider these two past-tense sentences:

When the elastic in Ms. Belli's girdle snapped, we all woke up. (**snapped** and **woke** are in past tense)

Despite the strong plastic ribbon, the package became unglued and spilled onto the conveyor belt. (**became** and **spilled** are in past tense)

You cannot go wrong with the past tense, except for the irregular verbs, but one very common mistake is to mix past and present tenses in the same story. Here are examples:

So I go to the restaurant looking for Cindy because I want to tell her about Grady's date with Eleanor.

I walk in and I see Brad Pitt! So I went up to him and said, "How are the kids?"

The speaker started in present tense — no problem. Even though an event is clearly over, present tense is okay if you want to make a story more dramatic. But the last sentence switches gears. Suddenly we're in past tense. Problem! Don't change tenses in the middle of a story.

#### **Future Tense**

Future tense talks about what has not happened yet. This simple tense is the only one that always needs helping verbs to express meaning, even for the plain, no-frills version.

**Examples:** Nancy will position the wig in the exact centre of her head. (**will** position is in future tense)

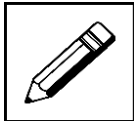
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Lisa and I will never part, thanks to that bottle of glue! (**will** part is in future tense)

*By Geraldine Woods from English Grammar For Dummies, 2nd Edition.*



### Learning Activity 21

**Choose the appropriate simple verb tenses to complete the sentences. Circle the letter of your answer.**



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

- All pilots \_\_\_\_\_ speak English so that other pilots and air controllers \_\_\_\_\_ them.
  - had to/will understand
  - have to/will understand
  - will have to/understand
  - would have to/understood
- The skill of safe driving \_\_\_\_\_ necessary to avoid collisions, which \_\_\_\_\_ many thousands of people annually.
  - is/hurt
  - was/will hurt
  - will be/is hurt
  - is/would be hurt
- As the doctor \_\_\_\_\_ into the room the nurse \_\_\_\_\_ him the temperature chart of the patient.
  - came/handed
  - is coming/will hand
  - comes/was handing
  - will come/was handing
- After natural gas \_\_\_\_\_ out of the ground, it \_\_\_\_\_ to a processing plant where it is cleaned of impurities.
  - comes/goes
  - is coming/will go
  - comes/was going
  - came/will be going



5. When I \_\_\_\_\_ to the park with my friend Jack, we \_\_\_\_\_ fun because it was such a nice day.
- went/had
  - go/will have
  - was going/have
  - would go/were having

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

In the next topic, you will look at the different ways of analysing a short story.

### 11.1.2.4 Short Story Analysis

Stories and storytelling have existed for as long as people have had language. People love and need stories. They help us explain and understand the world. Before people could read and write storytellers travelled from village to village, telling stories. The first written stories developed from this storytelling tradition.

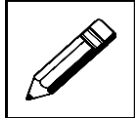
How can you analyse a story? Here are some ways of analysing a story.

- Basic Questions.
  - Who is the main character?
  - Who are the two or three other most important characters?
  - How are they related to one another?
- How to Analyze a Short Story?
  - What is the story about?
  - What are the Big Ideas here? (Can you tell yet?)
- Mapping
  - Places**
    - Draw a map of the most important places the main character goes through the story, and trace his or her movement.
    - Next — maybe in another color? -- tell how the character feels at each place, and what he or she thinks.
    - Next — maybe in another color? — tell what the character learns at each place.
    - If you like, add other important characters to the map, or perhaps draw new maps for each important character
  - Events**
    - Do the same mapping exercise, but this time make it a "time line" listing the important events of the story? (Again, map how the character feels at each place, and what he or she learns.)
  - Characters** (these can be applied to the important characters.)
  - Themes**
- Analysis



- i. Character and Plot
- ii. Images and Ideas
- iii. Experience and Ideas

Now, using the above information, analyse a short story by doing the next learning activity.



**Learning Activity 22**

**Using the same short story, “The Small Step” on pages 49 to 51 and analyse the story by answering the following questions.**



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

1. Who are the characters in the story?

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2. List the decisions she made?

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3. Did she make these decisions herself? Explain.

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4. Why is the story called the “The First Step?”

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5. Is this really a small step for Lino? Explain your answer?

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6. Why is Lino worried about her sister and her mother?

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7. Is this a loving and happy family? Explain your answer.



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8. What do you think happened next?

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

Now, you will look at Drama and Novels.

### **11.1.3 DRAMA AND NOVELS**

#### **11.1.3.1 Drama**

Drama is literature meant to be acted out. Drama tells a story through its characters. The characters, played by actors, speak words called the dialogue. The plot, or story, is told through the dialogue. In ancient times, the two main kinds of drama had been tragedy and comedy.

Tragedy deals with serious issues. The main character usually goes through some kind of struggle, perhaps in trying to decide the right way to behave in a difficult situation. A tragedy generally ends unhappily, sometimes with a disaster or the death of an important character.

Comedy deals with the lighter side of life. It pokes fun at people and usually ends happily. Comedy can be witty and wise, or silly and full of ridiculous situations.

Drama is a specific mode of fiction presented in a performance. The term comes from a Greek word meaning “action” which is derived from the verb meaning “to do” or “act.” Drama is combined with music and dance. (*Wikipedia, the free encyclopedia*)

Drama covers four main areas.

1. Work to be performed by actors on stage, radio, or television; play.
2. The genre of literature represented by works intended for the stage.
3. The art of the writing and production of plays.
4. A situation or sequence of events that is highly emotional, tragic, or turbulent.

Now let us look at the different kinds of drama and their purposes.

#### **Kinds of Drama**





The three kinds of drama are Comedy, Tragedy and Musical.

1. Comedy is light in tone and has happy endings. The purpose is to make people laugh. It ranges from realistic stories to outrageous performances.

Farce is a sub-category of a comedy. It typically involves mistaken identity, lots of physical drama and outrageous plot twists.

2. Tragedy is one of the oldest forms. They are historic drama featuring down fall of great man. It is often a happy ending. Its purpose is to inform people of great history of the past.

Melodrama is a type of exaggerated drama. It is simplified and is in one dimension. It involves a villain, a heroin, a hero who rescues the heroin from the villain.

3. Musical drama involves a story told only through dialogue and acting but through music and dance. It is comedic and does not involve serious subject matter.

### Elements of Drama

There are three elements of drama by which dramatic works can be analyzed and evaluated. These are the literary, the technical and the performance elements.

In this section, you will focus on the literary elements of a drama.

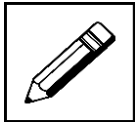
### Literary Elements

1. **Plot:** This is what happens in the play. Plot refers to the basic storyline of the play. It is also considered a narrative structure that divides a story that is acted out in a drama into five parts, like five acts in a play. There are six stages in a plot structure.
    - a. **Exposition:** It is the initial incident or the event that “gets the story going”  
Preliminary event: Whatever takes place before the action of the play that is directly related to the play?
    - b. **Rising action:** A series of events following the initial incident and leading up to the dramatic climax.
    - c. **Climax:** The turning point or high point of a story, when events can go either way.
    - d. **Falling action:** The series of events following the climax.
    - e. **Denouement:** Another term for the conclusion from the French word that means **unraveling**.
  2. **Theme:** While plot refers to the action of the play, theme refers to the meaning of the play. Theme is the main idea or moral value to be learned from the play. In some cases, the theme of a play is obvious, other times it is quite subtle.
  3. **Characters:** It is the characters that move the action, or plot, of the play forward.
-



4. **Dialogue:** This refers to the words written by the playwright and spoken by the characters in the play. The dialogue helps move the action of the play along.
5. **Music/Rhythm:** This refers to the music features in a drama or the rhythm of the actors' voices as they speak.
6. **Spectacle:** This refers to the visual elements of a play: sets, costumes, special effects, and so on. Spectacle is everything that the audience sees as they watch the play.
7. **Convention:** These are the techniques and methods used by the playwright and director to create the desired stylistic effect.
8. **Genre:** Refers to the type of play. Some examples of different genres include comedy, tragedy, mystery and historical play.

Now, using the information above, complete the following activity.



### Learning Activity 23

Read the script below and answer the questions that follow.



You have  
30 minutes for  
this activity.

### "The Boston Tea Party"

TEA DRINKER 1: "Ooh, what a lovely drink! It's incredibly popular in America you know. There are four main types of tea: white, green, oolong and black. We mainly drink green tea in the colonies. I just don't know what I'd do if I was deprived of my daily cup."

TEA DRINKER 2: "Well, thankfully that's hardly likely to happen, is it? In fact, I'd say that situation could never ever arise."

(Enter PROTESTER.)

PROTESTER: "Put that drink down immediately! It contains the seeds of slavery."

(Tea Drinker 1 and 2 examine tea cups.)

TEA DRINKER 2: "No, it doesn't. It contains tea leaves."

PROTESTER: "Well, yes! What I mean is that if you accept British tea, you're also accepting the King's authority to make laws over our land."

TEA DRINKER 2: (Lowering cup.) "Really"?

(Tea Drinker 1 continues to drink happily.)

- A. Plot the series of events. An example is given in the table below. Complete the rest of the information given.**



Plot	Events
Initial incident	Two people having afternoon tea.
Rising action	
Climax	
Falling action	
Ending/Denouement	

**B. Write your answer to each question on the blank space provided.**

1. What is the theme of the drama?

\_\_\_\_\_

2. Who are the characters?

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

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

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

3. How many dialogues are there in the drama? \_\_\_\_\_

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

Now, you will look at technical and performance elements of a drama.

### 11.1.3.2 Technical and Performance Elements of Drama

#### Technical Element

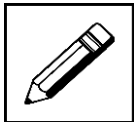
The second component is technical element and this includes things and equipment that are used in the plays. This is called stagecraft. Presented below are the examples:

1. **Set** refers to the theatrical equipment, such as curtains, flats, backdrops, or platforms, used in a dramatic production to communicate surroundings or scenery.



2. **Costumes** are clothing, masks and accessories worn by actors to portray character and period.
3. **Props** is short for properties. It refers to things required to decorate the set to be used by performers. Examples are tables, telephones and other objects needed in the performance.
4. **Lights** refer to the placement, intensity, and color of lights to help communicate environment, mood, or feeling.
5. **Sound** is the effects an audience hears during a play.
6. **Space** is the location and shape of the stage.
7. **Make-up** refers to costumes, wigs, and body paint used to transform an actor into a character.

Now, complete the activity given below.



#### Learning Activity 24

Use the information above to write three examples of any technical elements used in the play “The Boston Tea” on pages 61 and 62.



You have  
10 minutes for  
this activity.

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

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

#### Performance Element

The third element is performance element and it includes everything to do with the performance of a play. It includes both nonverbal and verbal actions. Given below are some examples of elements that make up the verbal and nonverbal expressions.

##### 1. Verbal Expressions:

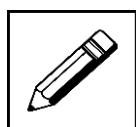
- a. **Speaking style:** the mode of expression or delivery of lines.
- b. **Breath control:** proper use of the lungs and diaphragm muscle for maximum capacity and efficiency of breath for speaking
- c. **Vocal expression:** how an actor uses his or her voice to convey character.
- d. **Inflection:** change in pitch or loudness of the voice
- e. **Projection:** how well the voice carries to the audience
- f. **Diction:** selection and pronunciation of words; clarity of speech.



## 2. Non-Verbal Expressions:

- Gestures** are any movement of the actor's head, shoulder, arm, hand, leg, or foot to convey meaning.
- Body alignment:** physiologically correct posture and use of the body to ensure the maximum capacity and efficiency of breathing and movement.
- Facial expression:** physical and vocal aspects used by an actor to convey mood, feeling, or personality.

Now complete the activity below.



### Learning Activity 25

Use the information above to write three examples of any performance elements used in the play "The Boston Tea" on pages 61 and 62.



You have  
10 minutes for  
this activity.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

Now, you will look at analysing drama.

### 11.1.3.3 Drama Analysis

When an analysis is done, we try to fully understand what the drama is about. Just like when we analyse poems and short stories, we also look at certain elements of a drama to fully understand what the drama is all about.

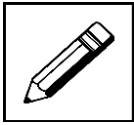
Given below are the elements that you look for when you are analyzing a drama.

- Character** is a person portrayed in a drama, novel, or other artistic piece.
- Exposition** is the "who, when, where and what" part of the play.
- Story organisation** has three parts, beginning, middle and end.
- Conflict** is the internal or external struggle between opposing forces, ideas, or interests that creates dramatic tension.
- Suspense** is a feeling of uncertainty as to the outcome, used to build interest and excitement on the part of the audience.



6. **Theme** is the basic idea of a play; the idea, point of view, or perception that binds together a work of art.
7. **Language** in drama refers to a particular manner of verbal expression, the diction or style of writing, or the speech or phrasing that suggests a class or profession or type of character.

Now complete the activity below.



### Learning Activity 26

Analyse the short drama below by providing its elements. Write your answers on the spaces provided.



You have  
1 hour for this  
activity.

### Who Loves Mathilda?

**CHARACTERS:** Mathilda (Grade 3 girl)  
Mother, Father, Grandmother, Witch

**SCENE ONE:** *At Mathilda's house.*

**Papa:** Mathilda, go and fetch a bucket of water.

**Mathilda:** I'm weak and hungry, Papa. Can I do it after I've eaten?

**Mama:** What did you say? Can't you even fetch a bucket of water?

**Mathilda:** I'm sorry, Mother. I'll do it.

*Mathilda goes out with a bucket.*

**Witch (peeping in window):** What bad parents!

**Papa:** Where is Mathilda? When will she be back?

**Mama:** She's getting water, but I don't know why she is taking so long.

**Papa:** Get me a stick. Hurry up.

**Mathilda:** Here's the water.

**Papa:** What took you so long?

**Mama:** You lazy little girl. You only like eating. You've done nothing.

**Papa:** Come here right now. Closer!

*He beats Mathilda with the stick.*

**Mathilda:** Please Papa, no more!

**Mama:** Keep your mouth shut Mathilda.

**Witch (peeping in window again):** Those parents need teaching a lesson!

**Mathilda:** The bucket was full. It was too heavy for me.

**Papa:** Too many excuses. Now fetch me a cup of water.



**Mathilda:** Here you are, Papa. Do you want another one?

**Papa:** What for? Go and help your mother now.

**Mathilda:** Mama, what can I do for you?

**Mama:** Go away you naughty girl! I don't want to work with you or see you.

**Mathilda**(*walking sadly out of the house*): What will I do? My mother doesn't love me. My father doesn't love me. I'll sleep out here, away from them.

**Witch:** She's asleep. I think I know someone who can help her.

SCENE TWO: *The witch carries Mathilda to her grandmother's garden.*

**Mathilda**(*waking up*): Oh! Where am I? What is this strange place? It looks like my bubu's garden, but I was in my father's garden. Help! Help!

**Grandmother:** Who is that? Oh it is my dear little bubu! How did you get here? Where are your parents?

**Mathilda:** They beat me. They always beat me if I don't fetch the water fast enough.

**Grandmother:** You poor little thing. You are safe here. You can stay with me.

**Mathilda:** But how did I get here?

**Grandmother:** I think a witch must have brought you.

**Mathilda:** But my mama and papa won't know where I am.

**Grandmother:** Serves them right! They don't deserve to have you.

SCENE THREE: *In Mathilda's house, Papa and Mama are searching for her.*

**Papa:** Mathilda! Where are you?

**Mama:** She's not here! She's disappeared!

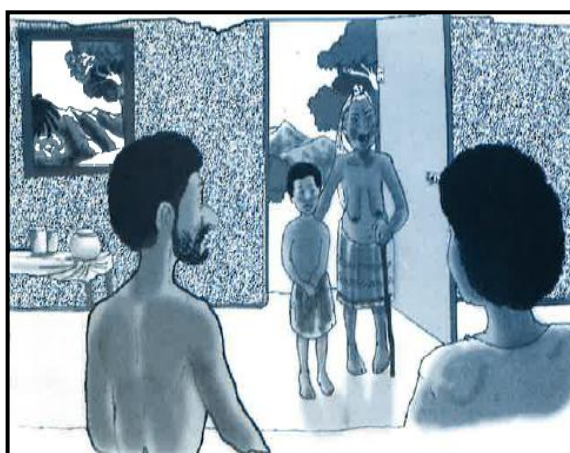
**Witch** (*peeping in window*): Now they are worried!

**Papa:** What could have happened to her?

**Mama:** Maybe a witch took her.

**Papa:** I am sorry I was so hard on her.

**Mama:** Oh Mathilda, I do love you. I wish you were home.



*Grandmother comes to the door with Mathilda.*

**Grandmother:** So! You are sorry now, are you!

**Mama:** Oh Mathilda, thank goodness you are back. We'll never beat you again.

**Grandmother:** You'd better not! Or Mathilda will come and live with me and you won't have her.



**Papa:** We'll look after her well.

**Witch** (*peeping in window*): You'd better because I'll be watching!

*As told to Leslie Martin by Mathilda Joe. Illustrations by Alan Waitano & Michael John.*

**A. Literary Elements**

1. Characters

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2. Conflict

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3. Theme/Moral Values

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**B. Technical Elements**

**Write three examples of any technical elements used in the play. Write the name of the technical element and then explain briefly how it is used in the play.**

1. 

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2. 

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3. 

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**C. Performance Elements**

**Write three examples of any performance elements used in the play. Write the name of the performance element and then explain briefly how it is used in the play.**

1. 

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2. 

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3. 

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

Now, you will improve your writing skills by studying about paragraph writing.

### Paragraph Writing

A paragraph is made up of a topic sentence and supporting details. The topic sentence carries the main idea of the topic. All the supporting details can be in the form of examples, illustrations and expanded explanations.

All paragraphs make up an essay. Therefore an essay consists of several paragraphs written about a topic. An essay has a beginning or introduction, body and conclusion.

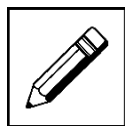
For example, here is a paragraph on the topic on school.

#### School

School is a place where learning takes place. Students are placed in different grades and they have a teacher to teach them. Various subjects, such as English, Math's and many others, are taught in schools. It is wise to be educated and learn how to read and write. Therefore, school age children must attend school every day.

#### Analysing the Paragraph

Parts of a Paragraph	Statements in the Paragraph
<b>Introduction</b>	School is a place where learning takes place.
<b>Body</b>	Students are placed in different grades and they have a teacher to teach them.  Various subjects, such as English, Math's and many others, are taught in schools.  It is wise to be educated and learn how to read and write.
<b>Conclusion</b>	Therefore, school age children must attend school every day.



#### Learning Activity 27

Construct a paragraph to answer the following question.



You have 5 minutes for this activity.

**Question:** What moral lesson or values can be learned from the drama "Who Loves Mathilda?"

Write your answer here.

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

In the next topic, you will look at novels and complete the related activities given.

### 11.1.3.4 Novels

A novel is usually a long book. Its plot (main story) is packed with twists and turns, and it may have several subplots (smaller stories within the main story).

The novel is a genre of fiction, and fiction maybe defined as an art or craft of contriving, through the written word, representations of human life that instruct, divert or both. Any piece of fiction that is long enough to make up a whole book is usually called a novel. Length is very much one of the dimensions of this genre.

Study the elements of a novel before you write your own.

#### The Basic Elements of a Novel

It is important to study how these elements are used by a good writer to produce a fine piece of literary work like a novel.

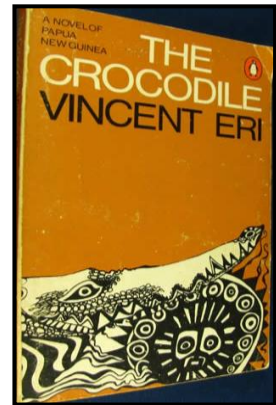
Now, take a close look at each of these elements.

1. The **plot** shows the flow of events in a story. It includes plot structure and significant turning points. The basis of the plot is the conflict. It is the establishment of the conflicts, the development of the conflicts and the resolution of the conflicts which provide the basic plot structure. When the tension is released, we speak of falling action. In Sir Vincent Eri's **The Crocodile**, the plot moves forward in time, developing in increasing movement Hoiri's loss of innocence and growing awareness of a different culture. The plot has the following parts:

- a. **Exposition**

This is where you introduce the characters, the setting, and the conflict. This is where you set the stage, so to speak—that proverbial stage where your characters are going to act and where all the action is going to take place.

The exposition is the part of the novel of least action, but that does not mean it is not important. It is in fact the most important part of your plot. This is because it is where you set the ground work; the foundation of your whole book. Is it not true that most of us put books away because the first few pages are downright boring? So, pay particular attention to the exposition.



Front cover of Sir Vincent Eri's novel, "The Crocodile".



- b. **Rising Action**  
This is where the novel starts getting interesting. The characters start acting. They get caught up in problems and/ or move to solve these problems. The reader is gripped by the action.
  - c. **Climax**  
This is where the action reaches its peak. The conflict is highest. At this point, the reader cannot simply put the book down.
  - d. **Falling Action**  
After the graph of activity reaches its maximum, it rapidly starts dropping. During this period, the truth is brought out, and all the mysteries are solved.
  - e. **Resolution**  
The conflict is resolved, and the story comes to its end. The reader responds with a sigh, a chuckle, a snuffle, a frown—whatever response you intended.
2. **Setting** answers the question where and when the story took place. It also includes the historical, cultural, emotional, social, ethnic background, atmosphere and associated ideas. Compared with short story where brevity is essential, the extended nature of the novel shows expansive presentation of the setting. In a number of novels, the setting can be just as influential as any character or event. Settings can suggest or present themes and ideas, reflect the action of the novel, foreshadow or shave the novel's action, help establish atmosphere, establish the cultural backdrop of the novel. In **To Kill a Mockingbird**, a novel by Harper Lee, the combination of the various settings help to present themes such as status, desire, inequality and racism. It is set in a small town called Maycomb at a time when separation between blacks and whites is the norm and a white man defending a black man is called a "nigger-lover."
  3. **Theme** refers to the meaning of the novel. Themes can be revealed individually, or through the actions and words of physical appearance of a character, relationships in the novel, a narrator or character's perception of events or other characters, the depiction of setting, or how society is presented in the novel. There can be more than one theme in the novel. As mentioned earlier, **To Kill a Mockingbird** dealt with racism, hate, discrimination, as well as justice and childhood innocence.
  3. **Characters** are individuals that move the action, or plot of the story in a novel. They must be easily identifiable and relatable. In every novel, regardless of the quality of structure or creation of setting, it is the reader's acceptance of characters as real that most often determines the success of the text. The acceptance of a character as real does not always mean that we like them: more often than not, we do not. In fiction, it is often the vilest characters that appear the most realistic. In **The Crocodile**, the character of Hoiri appears realistic because the readers know so much about his background.
  4. **Dialogue** refers to the words written by the playwright and spoken by the characters in the play. The dialogue helps move the action of the play along.
-



5. The **author's background and attitude** can also link to the tone of the novel. Although novels are fictionalized text, more often than not, they contain considerable references to real life. In a number of cases, the stimulus and foundation for the novel can be found in an event or character that the author knew in real life. For example, the character Dill in **To Kill a Mockingbird** was said to have been inspired by Harper Lee's childhood friend, Truman Capote.
6. The **tone** in novels is the emotion or feelings behind the words. It may be neutral, negative or supportive. Tone is realised through dialogue, actions, relationships, narrative or writing style. Appropriate research on the background of the author will help you understand more about the emotions between the lines and the style of the narrative.
7. **Narrative point of view** or narrative technique is how the story is presented to the reader. Is it first person **I**, omniscient **he** or **she** or a mixture of both? In many novels, the narrator is directly involved as a character. This affects how objectively or subjectively the story is being delivered to the reader by the narrator. Omniscient narrative is most often evidenced through the use of third person pronouns: he, she or they.

For example, the narrator of the novel "To Kill a Mockingbird" is six year-old Scout, the daughter of the lawyer Atticus Finch who had to defend a black man against the accusation of his white neighbours. The perspective of a child is an effective contrast to the seriousness of the topic of the novel which dealt with racism and discrimination.

8. **Style** is the manner of writing visible in the novel. It includes the structure of the chapters of the novel, the sentences and paragraphs within it.

### **Purpose of Novels**

There are two main purposes or reasons why novels are written.

1. **Entertainment and escape**

Novels are written in a way that it may influence our emotional response. For example, a horror novel may make us feel afraid when reading the novel. A detective novel would make us think critically on which is the best way to solve a crime.

A novel is entertaining when an author writes in a way that is amusing and entertaining whereas a novel is philosophical when the novel is calmly accepted although it has an unpleasant situation that cannot be changed.

2. **Understanding human condition** on a quest to improve our lives. In this case, we should try to read good novels about people's lives, experiences and achievements.

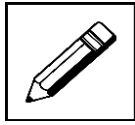
### **Culture in Novels**

Novels are written by different authors from all over the world. The novels have different cultural situations which may be different from our cultural beliefs. In such cases, the information that we read, hear about, and view on television can help us understand other people and their culture.

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Now do the following learning activity.



### Learning Activity 28



You have  
20 minutes for  
this activity.

A. Define the following words from the introductory information about the novel. Write the definition on the space after each word. You may use a dictionary or the glossary at the end of this unit.

1. Brevity - \_\_\_\_\_

2. Norm \_\_\_\_\_

3. Vile - \_\_\_\_\_

4. Omniscient \_\_\_\_\_

5. Tone - \_\_\_\_\_

B. Recall on a novel you have read and answer the following questions.

1. What was the title of the Novel?  
\_\_\_\_\_  
\_\_\_\_\_

2. How did the novel make you feel?  
\_\_\_\_\_  
\_\_\_\_\_

3. What lesson did you learn from the Novel?  
\_\_\_\_\_  
\_\_\_\_\_

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

In the next part of your module, you will be revising verbs.

### Grammar Review: Verbs

**Verb** is a word that expresses an action or a state of being. These are the different kinds of verbs.

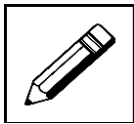
1. **Action verb:** implies an action verb expresses both physical and mental action.



- 2. State-of-being verb:** The most important state-of-being verb is to **be**. To be verbs take the form of am, is, are, was, were.
- 3. Helping verbs:** A helping verb is a verb that comes directly before the main verb of a sentence and makes the meaning of the sentence clearer. Words that can be used as helping verbs include **is, am, are, was, were, be, being, been, has, have, had, do, does, did, will, shall, should, would, can, could, may, might, must**. The helping verb combined with the main verb is called a **verb phrase**.

In order to understand verbs, one must understand the three main verb tenses.

- 1. Present tense:** Present tense verbs express an action or state of being in the present.
- 2. Future tense:** Future tense verbs express an action that takes place in the future. The future tense of a verb is created by placing **will** or **shall** before a present tense verb.
- 3. Past tense:** Past tense verbs express actions that occurred in the past. Past tense verbs usually end in **-ed**.



### Learning Activity 29

**Complete each sentence adding the missing verb.  
Write your answer on the blank space for each item.**



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

1. They \_\_\_\_\_ about life on the planet Mars.
2. The sorcerer \_\_\_\_\_ herbs and bits of bones for his poison.
3. The waitress \_\_\_\_\_ our orders.
4. How did the pilot \_\_\_\_\_ where to land in this weather?
5. The rugby ball \_\_\_\_\_ off the field.

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

### 11.1.3.5 Aspects of a Novel

When reading a novel, here are the important areas that you need to consider in order to analyse it further. These are referred to as the aspects of a novel.

The following are the aspects of novels.

#### 1. Setting

The setting refers to the place and time in which you set your story. Settings in novels must be realistic to life. The sounds and the sights should be those that the reader is conversant with, those in real life, those that she can easily imagine.



## 2. **Characterization**

The characters in a novel are realistic and have full human attributes. They feel the sting of failure, the twinge of conscience due to wrong doing, the joy of friendship, and a vast number of human emotions. They have hopes, dreams and ambitions. The character is one of the most important of the elements of a novel, because it is through them that the author tells the story. Simply put, there is no story without the characters.

## 3. **Theme**

This is the major idea, or motif, that permeates the whole work. This motif recurs throughout from the beginning to the end. It is the writer's very reason for writing. Some writers want to mock the brutish realities of life, the corrupt practices of people in power, or they simply want to bring out a certain point about life.

## 4. **Conflict**

The conflict, tension or problem is what makes the story move. Of the elements of a novel, this is of the most important. The characters move to solve this conflict, and their endeavours to solve these problems are what make the story worth reading. Without conflict, there is no story.

**Here is the blue print of a normal story:**

A problem(conflict) arises----Character/s move to solve problem---Problem solved.

You will find this sequence in all stories. It is all about problem and problem solving.

## 5. **Author**

Refers to the writer of the novel. A short background of the author can help in contextualizing and justifying the author's choices in writing the novel.

## 6. **Genre**

The general type of the novel can set comparisons with other novels from the same genre. Here are the most basic genres or types of novels.

### a. **Bildungsroman**

The bildungsroman or "coming-of-age" novel remains one of the most popular and enduring genres of literature written. The growth of a protagonist from youth to adulthood is the essence of human storytelling, for example, "Portrait of the Artist as a Young Man" by James Joyce, an Irish poet and novelist. Another example of this kind of novel is "The Crocodile" written by Sir Vincent Eri where the main character grew in his knowledge of the different culture he is immersed in.

### b. **Crime Novel**

Crime novels are concerned with the act in all its forms; its execution, its detection, and its punishment. Many of the television programmes you watch today have their roots in crime novels, where long ago we discovered our fascination with the detective and the criminal mind. Murder is the ultimate,



most satisfying puzzle. An example of this is “The Murder of Roger Ackroyd” by Agatha Christie, an English crime novelist who is most famous for her detective novels.

**c. Historical Novel**

Historical context is crucial to many stories. The historical novel is concerned with known figures or events, either directly or tangentially. Many novels are set in past ages, however, and can be culturally illuminating even if the events portrayed are entirely or partially fictional. For example, “I, Claudius” by Robert Graves.

**d. Romance**

These novels—not to be confused with classical romance novels, a genre concerning heroic literature of the Medieval ages—have been hugely in-demand since the popularisation of the novel in the 18<sup>th</sup> century. They focus on romantic love between protagonists, with a general tilt towards the positive and satisfying aspects of these unions. Most bookshops will have a romance section available. An example of this is “Pride and Prejudice” by Jane Austen.

**e. Fantasy**

This peculiar category became massively popular during the last century. At its most basic, it could be considered a reversion to the telling of myths and epics, but unconstrained by historical and geographical boundaries. Most fantasy novels take place in entirely fictional worlds, in which folk legends such as magic and dragons are reality. The trilogy “Lord of the Rings” by J.R.R Tolkien belongs to this category.

**f. Science Fiction**

Popularised during a vibrant magazine industry that published short stories in the mid-20<sup>th</sup> century, the science fiction genre has become a diverse and steadily popular category of novel. It deals with the future, hypothesising humans travelling to other planets, alien encounters, and a myriad of offshoots from this central theme. The genre is often used allegorically to explain our own world and time, for example “Dune” by Frank Herbert.

**7. Vocabulary**

This would refer to the use of words whether difficult or easy vocabulary being asked. The vocabulary can either assist or hinder a reader’s understanding of the novel. Specialized vocabulary or jargon may make a novel more realistic.

**8. Imagery**

It refers to the use of words and figures in a story to describe ideas or actions in a novel, poem or a play. To understand imagery means penetrating into the symbolic meaning of the novel.

**9. Opinion**

This refers to your emotional and intellectual response to the novel. Did you like the novel and why?

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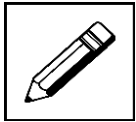
**10. Recommendation of the novel.**

Your final judgment or evaluation of the novel. Why should other people read the novel?

**11. Films or website about the novel**

Will the novel stand the test of time and be considered one of the classics? Is it substantial enough that it merits to be turned into a movie?

Now, you will look at identifying aspects in a novel by doing the next learning activity.

**Learning Activity 30**

Read the extract from the novel “The Unpainted Face” by Steven Winduo then answer the following questions.



You have 30 minutes for this activity.

**A Wild Flower**

She remembered little of her trip now. Helen was three and a half years old at the time she went to her mother’s village. They stayed for two months in the village. It was a long time ago. Tamagu is her mother. She talks a lot about the trip.

“You were so small when we stayed in the village. The village people liked you so much. It was good we went. The evening fires, the smell of the sea breeze, and the fish burning were all part of that.”

Helen was born in the city. Helen was more a visitor than Tamagu was. Her mother’s village is located on one of the far flung islands in the Pacific Ocean. Tamagu described the Islands as the Shaman islands. This is not the real name. Helen was later to learn that her mother’s people were some of the most feared people. Their Shamans were also sorcerers of some sort.

There were nights when Helen would hear a gecko or a night bird outside the house. This made her afraid of the dark and village life. Tamagu reminded Helen to lower her voice when talking. They stayed inside the house most of the time.

“Those are village people. They can fly long distances and go to places where you can only imagine.” Tamagu instilled fear with those words. Helen would crawl up close to her mother. She would remain quiet for some times and then fell asleep.

Tamagu was sick in her head about the village after the trip. In the village they all became sick. Tamagu was scared that the shamans had cast a punishing spell on them. She was worried things might get out of control.

Helen’s stepfather Salumen, whom she regarded as her own father, had sent word for them to leave the island quickly.



A typical Milne Bay Village.



1. What point of view is this book written from?

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2. Where did the story take place?

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3. Identify and list the conflicts you can see developing.

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4. What can be inferred about the culture the book is set in?

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5. Describe the style of writing used in the story.

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6. What did you learn about the culture that the book is set in?

Are there any aspects similar to your own culture?

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

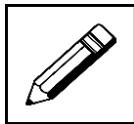
In the next part of your module, you will revise on adverbs.

**Grammar Review: Adverbs**

**Adverb:** An adverb modifies a verb, an adjective or another adverb. They usually end in *ly*. Common adverbs that do not end in *ly* include *very, almost, too, also, apart, away, between, well, far, less, left, right, forward, backward, back, there, behind* and *now*.



- Adverbs answer the question "how?" as in "He drove **slowly**."
- Adverbs answer the question "when?" as in "He ate **before**."
- Adverbs answer the question "where?" as in "He ate **there**."
- Adverbs answer the question "how often?" as in "He eats **seldomly**."
- Adverbs answer the question "to what extent?" as in "I am **really** hungry."



### Learning Activity 31

Read the sentences below and circle the adverb.



You have  
10 minutes for  
this activity.

1. I usually believe the weather forecast.
2. You must definitely see a doctor.
3. I did not see you yesterday.
4. Martina spoke darkly of her husband's past.
5. Here comes the bride.

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

In the next topic, you will look at how you can analyse a novel.

### 11.1.3.6 Analysing Novels

Novel analysis looks critically at a novel in order to understand how the parts contribute to the whole. When analysing a novel, you will need to consider elements such as the context, setting, characters, plot, literary devices, and themes. Remember that novel analysis is not merely a summary or review, but rather an interpretation of the work and an argument about it based on the text.

#### 1. Summary

Begin by summarizing the basic plot. An example of a basic plot summary of a novel is "Matilda by Roald Dahl is about a gifted little girl in small town America who learns to make things move with her mind and saves her teacher and school from the evil principal." Roald Dahl is an American writer known for his children's books. The summary will help ground you in the story.

#### 2. Context

Research the author's background and other work. This can give insight into the author's perspective and bias, as well as tell the reader what he might be commenting on. For example, JRR Tolkien's **The Lord of the Rings** is about a group of friends who



embark on an epic journey and fight a great war. Knowing Tolkien fought in the Battle of Somme during World War I and that his closest friends were killed helps explain his sentiments about war.

### 3. Setting

When and where a story takes place can be profoundly significant. Consider where the author's story is placed and why the author made that decision. Many stories would be different if their settings were different and setting is, therefore, integral for interpreting the story's meaning.

For instance, the setting for Harper Lee's work, **To Kill a Mockingbird** is the fictitious town of Maycomb, inspired by the small town in Alabama where Lee herself grew up in the 1930's. It was set against the background of the Great Depression when many people fell into poverty and bitterness and the tendency to look for someone to blame. Much of the blame fell on African-Americans who were also victims of segregation and discrimination.

### 4. Plot

Story lines usually follow patterns and identifying essential plot points will help you to analyse, interpret, and explain the story. The plot hinges on some major problem, often a conflict between characters or an obstacle that must be overcome. Also helpful in the analysis is identifying the climax, the high point of the action, when the conflict or problem could either be resolved or cause a character's downfall. Finally, the resolution is where the conflict or problem is solved and normalcy or a new order is restored.

The conflict in Roald Dahl's novel **Matilda**, Matilda's parents neglect her and the Trunchbull is evil to everyone, including Miss Honey. The Trunchbull is Miss Honey's aunt who cheated her out of her inheritance. The climax in **Matilda** happened when Matilda uses her telekinetic powers to scare the Trunchbull into believing the ghost of Miss Honey's father is haunting her. The Trunchbull runs away, leaving Miss Honey her house and belongings. Its resolution was when Matilda's family flees so her dad can escape prison, but Matilda gets to stay and live with Miss Honey.

### 5. Characters

Characters are the driving force behind stories, both major characters and minor ones, and authors use them to broadcast their most important messages. It might not be possible to analyse every character, but the main protagonist and antagonist of the novel can be analysed. They can be described and motives for their actions can be examined. In the analysis, consider also why the characters were portrayed in that way.

The character of Albus Dumbledore in the **Harry Potter** series by J.K. Rowling, for example, can be described as wise, calm, courteous, protecting, encouraging, powerful, and ambitious. As the story progresses, his faults and imperfections appear. Rowling creates Dumbledore as a force to protect and guide Harry.



## 6. Literary Devices

Various literary devices help convey meaning or create a mood. Look for these in a story to identify key points and their contribution to the author's overall meaning. The following are a few common literary devices.

- a. **Allusion** is an indirect reference to another artistic work or person, event, or place which may be real or fictitious. The author makes the allusion with the intention that the well-known object will create an association with the new object in the reader's mind.
- b. **Foil** is a character used to contrast a second, usually more prominent character in order to highlight certain qualities of the more prominent character.
- c. **Foreshadowing** is the use of hints or clues to suggest what will happen later in a literary work.
- d. **Irony** is an implied discrepancy between what is said and what is meant. There are three kinds of irony:
  - i. **verbal** irony is when an author says one thing and means something else.
  - ii. **dramatic** irony is when an audience perceives something that the characters do not know.
  - iii. **situational** irony is a discrepancy between the expected result and the actual result.
- e. **Symbolism** is the use of an object or action to mean something more than its literal meaning. For example, in William Faulkner's **The Sound and the Fury**, one of the principle characters, Caddy, falls and stains her white dress when she's a child. The stained dress symbolizes and foreshadows her later loss of purity. A character can also be equated with an object throughout a work, another form of symbolism. In Eudora Welty's **Delta Wedding**, an aunt is repeatedly seen carrying an empty bag, which symbolizes her childlessness.

## 7. Themes

Themes are big ideas that authors comment on throughout a work using tools such as context, setting, and characters. Common themes are good vs. evil, human nature, religion, social structure, authority, coming-of-age, human rights, feminism, racism, war, education, sex, friendship, love, compassion, and death. Most books deal with multiple themes, some more obvious than others. Identifying an author's themes gives you a starting place for your thesis. It gives you a general topic. However, a theme is general. You have to dig a little deeper to identify the author's statement or attitude about that topic.

Once your analysis is complete, develop a thesis that makes an arguable claim about the text. It should connect one of the themes you've identified with specific proof from the text

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which may include setting, context, plot, characters, symbolism, and allusions, among others. Sometimes, you will also use the support of other analysts or literary experts.



**In this part of the topic, you will be reading the plot summary of the novel “Things Fall Apart” written by Nigerian novelist Chinua Achebe.**

Achebe's **Things Fall Apart** describes the tragic demise of an Ibo man named Okonkwo. Initially, Okonkwo rises from humble origins to become a powerful leader in Umuofia, a rural village in South Eastern Nigeria. This story about Okonkwo is set at the end of the nineteenth century when Europeans first began colonizing this region of Nigeria on a large scale. By doing so, Achebe establishes a parallel between Okonkwo's personal tragedy and colonialism's tragic destruction of native African cultures.

The first section of the novel describes Okonkwo's rise to a position of power. Determined to overcome the unmanly and unsuccessful example of his father, Unoka, Okonkwo develops a strength and determination unmatched among his peers. These attributes enable him to become a great wrestler, strong warrior, wealthy farmer, and prestigious member of his community. As the Umuofians notice his extraordinary talents, they reward him with numerous titles and honours.

For example, they make him the guardian of Ikemefuna, a young boy awarded to Umuofia as compensation for wrongs committed by a neighbouring village. Similarly, when Okonkwo starts a farm, he receives a generous loan of 800 yams from Nwakibie, a wealthy farmer. Nwakibie is willing to loan these yams to Okonkwo because he knows that Okonkwo will succeed, and Okonkwo proves his ability to succeed by surviving even after a terrible drought destroys his crops. **Undaunted** by either his humble origins or the forces of nature, Okonkwo soon becomes one of the most successful and well respected men in Umuofia.

Okonkwo's success, however, quickly begins to lead toward his ultimate downfall. Because he is so successful, he has little patience with unsuccessful and “unmanly” men like his father. In fact, he publicly insults Osugo, a less successful man, by calling him a woman during a **kindred** meeting. Not only does Okonkwo's success lead to conflicts with other members of the village, but it also drastically disrupts his ability to rule his own family. Because of his autocratic style of ruling and impulsive anger, his own family fears him.

In fact, his own son, Nwoye, eventually rejects him, much like Okonkwo had rejected his own father earlier—only Nwoye rejects Okonkwo for being excessively masculine, whereas Okonkwo rejected Unoka for not being manly enough. Even more significantly, Okonkwo's hasty temper provokes him to beat his third wife, Ojiugo, during the sacred Week of Peace, a festival time during which Ibo custom strictly forbids any form of violence. Okonkwo commits his worst crime, however, when he participates in the sacrifice of Ikemefuna.

After Okonkwo had raised Ikemefuna as his own son for several years, an Oracle required that the Umuofians sacrifice Ikemefuna. Because Okonkwo had been like a father to Ikemefuna, Okonkwo's friend Ezeudu warns him not to participate in the



sacrifice. When the rest of the men begin sacrificing Ikemefuna, however, Okonkwo disregards Ezeudu's advice and participates in the sacrifice because he fears that the others might consider him unmanly. When Nwoye eventually finds out about Ikemefuna's death, he has a serious crisis that causes him to question not only his father's example but also the customs and beliefs of his people.

Despite Okonkwo's numerous violations of custom and violent behaviour, he ultimately loses his **prestigious** position in Umuofia not because of his misdeeds but because of an accident. During Ezeudu's funeral ceremony, his gun misfires and accidentally kills a boy. Ironically, it is for this accident rather than for his numerous misdeeds that the Umuofians burn down Okonkwo's home and exile him for a period of seven years.

After being exiled from Umuofia, Okonkwo seeks refuge among his mother's kinsmen in Mbanta, a neighbouring village. During this time, the British begin colonizing the surrounding areas, and this begins a vicious cycle of mutual confrontation as the two cultures clash. For example, the inhabitants of Abame kill the first white man who arrives in their city because they fear him and cannot communicate with him, and the British destroy Abame in retaliation for this murder.

Christian missionaries also begin arriving in Umuofia and Mbanta, and they hold debates to gain converts. Most of the people are not interested in the missionaries' religion, but a few people, including Okonkwo's son Nwoye, convert. When Okonkwo finds out about Nwoye's conversion, he becomes enraged and disowns Nwoye. Towards the end of Okonkwo's exile, the tensions between the village and the missionaries **escalate** when the Christian converts kill a sacred python and the tribe retaliates by **ostracising** the Christians. After Okonkwo's period of exile ends, he holds a great feast to thank his relatives, and he begins making preparations for his return to Umuofia.

In the final section, Okonkwo returns from exile with hopes of reclaiming a position of power in Umuofia, but Umuofia has changed drastically since the arrival of the Europeans. The first missionary in Umuofia, Mr. Brown, won the people's admiration because he respected their customs and developed personal relationships with them. When Mr. Brown has to leave for health reasons, however, he is replaced by the Reverend James Smith, an **ethnocentric zealot** who stirs up deep antagonism between the new Christian converts and the rest of the town. These tensions finally explode when Enoch, an overzealous new convert, eats a sacred python and publicly unmasks an egwugwu spirit. The Umuofians avenge Enoch's **blasphemies** by burning down the Christian church, and the British retaliate in turn by arresting the leaders of Umuofia and fining them 200 bags of cowries.

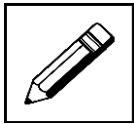
The Umuofians pay the fine, but the leaders are angered by the deceitful and unjust manner in which the District Commissioner treated them. Consequently, they hold a meeting to decide how to respond. The village is divided as to whether they should ignore this injustice or retaliate with violence, but Okonkwo has made up his mind that he will oppose British colonization even if nobody else will join him. When a messenger



from the government arrives to stop their meeting, Okonkwo kills the messenger, and the meeting ends in chaos.

The next day the District Commissioner himself comes to arrest Okonkwo, but Okonkwo has already committed suicide. The people of Umuofia ask the commissioner to bury Okonkwo because it is against their custom to bury a man who has committed suicide. The District Commissioner orders his men to take down Okonkwo's body because he has an interest in African customs, but he refuses to help personally because he fears that cutting down a dead body might give the natives a poor opinion of him. The District Commissioner found that the story of this man who had killed a messenger and hanged himself would make interesting reading. He planned to write a whole chapter, "perhaps not a whole chapter, but a reasonable paragraph" for the book he was planning to write. He had already chosen the title of the history book about his experiences in Africa, **The Pacification of the Primitive Tribes of the Lower Niger**.

Ironically, the District Commissioner thinks that he has helped **pacify** the 'primitive' tribes of the Lower Niger, but he is blind to his **complicity** in destroying these tribes and provoking the chain of events leading to Okonkwo's suicide. The District Commissioner's thoughts are doubly ironic because he claims to understand Africa enough to write a history of it, but he remains thoroughly ignorant of the people he intends to write about. Okonkwo's tragic demise, like the tragic destruction of indigenous African people and their traditions, is a long and complex history, but the District Commissioner only sees it as a mere paragraph.



### Learning Activity 32

A. Match the bolded vocabulary words from the summary of the novel "Things Fall Apart" by Chinua Achebe to their definition. Write the letter of your answer on the space before each number.



You have  
1 hour for this  
activity.

- |           |              |    |  |
|-----------|--------------|----|--|
| _____ 1.  | Undaunted    | A. | forcing out, rejecting                       |
| _____ 2.  | Kindred      | B. | admired, respected                           |
| _____ 3.  | Prestigious  | C. | fearless, unconcerned                        |
| _____ 4.  | Escalate     | D. | soothe, calm                                 |
| _____ 5.  | Ostracising  | E. | extremist, fanatic                           |
| _____ 6.  | Ethnocentric | F. | collaboration, support                       |
| _____ 7.  | Zealot       | G. | alike, allies                                |
| _____ 8.  | Blasphemy    | H. | profanity, desecration                       |
| _____ 9.  | Pacify       | I. | intensify, worsen                            |
| _____ 10. | Complicity   | J. | evaluating other races by one's own criteria |





**B. Answer these questions about the passage.**

1. What are the qualities of Okonkwo that made him so great at the beginning of the novel?

---

---

2. How does Okonkwo feel about his father? How does he feel about his own son, Nwoye?

---

---

---

3. Who was Ikemefuna?

---

---

4. What caused the Ibo tribe to exile Okonkwo?

---

---

5. What do you think was Okonkwo's reaction to the coming of the missionaries to his village?

---

---

6. What was the tribe's reaction to the first missionary who came to the village? Why was this reaction so different from their reaction to the missionary who replaced him?

---

---

---



7. What was the source of conflict between the Umuofians and the British? How was it resolved?

---

---

8. How did Okonkwo die? How did this happen?

---

---

---

C. Fill in the table with the information you have read about the aspects of the novel and the analysis of the novel “Things Fall Apart.”

<b>Title:</b>	1.
<b>Author:</b>	2.
<b>Main Characters and their descriptions:</b>	3. a. _____ b. _____ c. _____ d. _____
<b>Setting:</b>	4.
<b>Genre:</b>	5.
<b>Theme of the novel:</b>	6.
<b>Point of view:</b>	7.
<b>Short summary of the novel:</b>	8. _____ _____ _____ _____ _____ _____ _____ _____ _____ _____



<b>Did you like the novel and why</b>	9. _____ _____ _____
<b>Recommendation to a type of person or group</b>	10. _____ _____ _____

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

Now, you will revise on prepositions.

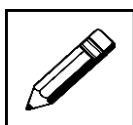
### **Grammar Review: Prepositions**

**Preposition:** a word that shows the relationship between two words or clauses in a sentence. A prepositional phrase consists of a preposition plus the object of the preposition.

Example: The apple is **in** the **box**. (**in** is the preposition; **box** is the object of the preposition; **in** shows the relationship between the **apple** and the **box**; **in the box** is the prepositional phrase.)

Here are some of the most common prepositions used in the English language.

about	before	between	despite	except	in
since	above	behind	but	down	for
out	to	after	below	by	during
into	over	with	from	inside	of



### **Learning Activity 33**

**Complete the sentences below with an appropriate preposition. Write your answer on the blank.**



**You have 10 minutes for this activity.**

1. Water lilies floated \_\_\_\_\_ the surface of the pond.
2. I am very interested to learn \_\_\_\_\_ calculus.
3. All the guests waited \_\_\_\_\_ the house while the mumu was prepared.
4. I went straight to the garden \_\_\_\_\_ breakfast.
5. Jonah is always happy to be \_\_\_\_\_ his friends.

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



## 11.1.4 WRITING WORKSHOP 1

### 11.1.4.1 Writing a Poem

This part of the topic is primarily a writing exercise. Recall the lessons you had on poetry in the first topic of the unit from pages 8 – 43 of this unit. The features of a good poem are enumerated below.

- 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.

Keep these features in mind as you try to write your own poem.

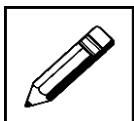
#### Steps in writing your poem

1. Who are you going to write about in your family?
2. Think of something to say about your family member.
3. Each line of your poem will start with 'I see'.
4. Use the words: who, who, whose and that.
5. Use each of the words at least once.
6. Include a title for your poem.

Here is an example of a poem written about a family member, by Susan Baing.

#### Father

I see a man **whose** hands are hard worn.  
I see a man **whose** smiles have left their marks on his face.  
I see a man **whom** the world respects.  
I see a man **who** treats me like I am very important.  
I see a man **that** I will always love.



#### Learning Activity 34

You are going to write a happy poem about someone in your family. You will start with the phrase, "I see" in the poem.



You have  
30 minutes for  
this activity.



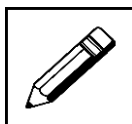
Write your poem here.

\_\_\_\_\_
Title

Multiple horizontal lines for writing the poem.

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

Now, let us take a look at another poem writing activity.



Learning Activity 35

Write a poem by using the instructions given below. Read the instructions and follow them carefully.



You have 1 whole day for this activity.

- 1. Visit a local library or, if you have access to it, visit the library of the nearest school. If you want, you may use the internet if you have access to it through your computer or a mobile phone.
2. Choose a topic for you to research. The research topic will be the subject of your poem. The research topic can be the life of a famous person (for example, Sir John Guise), an interesting place (for example, Australia), an invention (for example, the computer) or a significant event in history (for example, man's first landing on the moon by Neil Armstrong.) The research topic has to be interesting to you so that you will be eager to learn more about it.
3. Write a minimum of 4 paragraphs to explain your topic. Use the next page for your final paragraphs. You may revise your lesson in paragraph writing on pages 69 and 70.



Neil Armstrong, commander of the Apollo 11 lunar mission, was the first person to walk on the Moon. Archive Photos Microsoft Encarta 2008. © 1993-2007 Microsoft Corporation. All rights reserved.



**Learning Activity 36**

In this next activity, you will read the poem aloud to an audience which may include your parents, friends or relatives. Ask one of them to rate you according to the criteria listed in this evaluation form.



You have 15 minutes for this activity.

**Poetry Recitation Evaluation Form**

Evaluated by: \_\_\_\_\_ ate: \_\_\_\_\_

After listening to the poetry recitation, rate the performance according to the criteria. Circle your rating.

- VHA** – Very High Achievement  
**SA** – Satisfactory Achievement  
**HA** – High Achievement  
**LA** – Low Achievement  
**NI** – Needs Improvement

Criteria	Rating				
	VHA	HA	SA	LA	NI
Poem has an interesting subject matter					
Grammar, word choice and pronunciation are correct					
Voice volume, pitch and tone fit the poem					
Stance, eye contact, facial and hand gestures show confidence					

Signed by Evaluator : \_\_\_\_\_

Signed by Poet/Presenter: \_\_\_\_\_

Now you will use the skills you have learnt to write a short story.

**11.1.4.2 Writing a Short Story**

You have learnt a lot about how stories are written. Now it is your turn to be an author. You work by yourself or on your own. Most stories have what is known as the moral or lesson that the writer wants people to learn. They create a character that acts imprudently and gets burned for it in the end. They want the reader to think, "I would never behave that way myself!"

Most of the time however, the moral is not so clear, and sometimes there is none! But even so, the writer wants to produce some kind of emotional response in the reader, be it anger, surprise or even happiness. After all, what is the point of writing a story when people will feel nothing after reading it?

To do this, writers use a lot of different techniques, ranging from irony, change of fortune to abrupt and surprising endings. So if you want to be a good story writer, you must learn how



to play around with your character in such a manner that you elicit the desired response in the reader. We are going to see how we can do that soon.

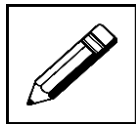
But for now, think about this:

What is it that you really want to tell people out there? You may want to address a certain unpleasant situation, or you may just want to give people a piece of your mind. Story writing enables you to do that, and it makes it fun too! I am sure that you are now ready for the journey because you now know the purpose!

### Steps for Writing a Short Story

- Think of an idea. Ask some questions about the idea: what, where, when, who, why, how?
- Will you be writing about a theme? What issues would come from your story idea?
- Make an outline of the plot,-the action, conflict, climax, and outcome.
- What will be your point of view:-First person or third person?
- Choose your characters. Your characters need to have habits, likes, dislikes, actions, appearance or way of speaking.
- Choose the setting. Think of the places you know. Use all the senses, e.g. smell, sound, sight, taste and touch.
- Write the first draft. Remember to start a new paragraph when you want to show that there is change in place or mood something different is happening change from action to speaking, a change from general looking specifically something, a change from general looking specifically at something and improve on your draft by editing your story more than once.

Now, you will use the steps above to write your story.



### Learning Activity 37

**Write a story by using the steps given. Create an outline and use the outline to write your story. A table has been given to help you plan your story.**



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

Here is the table that will help you plan your story. Fill in the columns with the details for your story.

<b>Characters</b>	
<b>Setting</b>	









3. Play writing -For the ancient Greeks, playwriting involved poësis, "the act of making".

### How to Write a Play Script

1. Come up with a list of all your major characters. List each character's personality, goals, weaknesses, strengths and physical attributes. Make another sheet where you list how each character is related to the other, their history together or lack thereof.
2. Write out the act or script of your play. Most plays and scripts are in three acts. The first act helps to introduce the characters, sets the tone and introduces the main conflict for the play. Write a one or two sentence description of this act. The second act twists the existing circumstances and heightens the tension. By the end of the second act relationships should be shaken or changed. Write two to three sentence synopsis of the second act. The third act is the resolution of the conflict. Write one sentence description of the third act.
3. Expand the descriptions of each act into a one page synopsis. After you have done this begin writing your script. If the script is for theater, place the characters' names on the left-hand side of the page. Put the stage directions in italics. If this is for television or film, center the characters' names. Center the dialogue under each character's name. Do not center the stage or action direction.
4. Put together a staged reading after you finish your script. This will give you an idea of how the script sounds and can help you identify any problems that you might not have noticed.

Here is an example of a play script.

### Three Little Pigs

#### ACT 1

#### CHARACTERS

- LAZY PIG: He moves and speaks slowly  
SILLY PIG: Laughs a lot in a silly way.  
CLEVER PIG: A female pig; thinks deeply before, while and after speaking.  
WOLF: Clear speech. Remains calm until he shows his real appetite.

THREE LITTLE PIGS SITTING IN THEIR HOUSES IN A ROW ACROSS THE STAGE.

- CLEVER PIG: I have built a lovely house. It is made of stones. It is very strong. The rain won't get in.
- SILLY PIG: Hee, hee, ha,ha. I put one stick that way, and another stick the other way. A pile of lovely sticks.

#### ACT 2

- LAZY PIG: That stupid clever pig. She has wasted a lot of time and muscle making her strong house. It never rains. There is never any wind. There is nothing to be





the novel to issues in the wider world as well as use relevant quotes from the novel in order to support the reader’s point of view.



**In this part of the topic, you will be reading an analysis of the novel “To Kill A Mockingbird” by Harper Lee.**

This analytical essay is written by a student. Some explanatory notes on the structure and language features are given around the essay.

**How Harper Lee Develops the Symbol of the Mockingbird**

Atticus Finch says it is “a sin to kill a mockingbird.” This concept, the senseless persecution of an innocent individual, is central to Harper Lee’s novel, To Kill a Mockingbird. Mockingbirds are not only symbols of innocence; they are also symbols of happiness and to kill them is evil, Lee uses powerful contrasts to highlight the depth of her symbolism: “happiness and innocence” is contrasted with “death and evil.” When a mockingbird falls silent is a symbol of impending doom. Boo Radley and Tom Robinson are both mockingbird figures, innocent yet condemned through the prejudices of society.

Arthur “Boo” Radley is a prisoner in his own home, kept in confinement by his god-fearing Baptist family. Despite this treatment, Boo remains gentle and harmless. However, people tell stories about how he eats squirrels and cats and poisons the pecan nuts in the school yard. To the community, Boo is a “malevolent phantom.”

Gradually Scout and Jem begin to see things from Boo’s point of view. Like the mockingbird, Boo gives pleasure; for example, the gifts in the tree, the home go up in flames. Finally he saves Scout’s and Jem’s lives. Scout realises that to drag Boo into the limelight would be like “shooting a mockingbird”: an evil act.

Tom Robinson is also a mockingbird. A black man with a good reputation, he is accused of raping a white girl. He explains he was only in the house to help her. However, he condemns himself in the eyes of the jury when he says he felt sorry for her. The prosecutor responds in amazement, “You felt sorry for her, you felt sorry for her?”

Opening sentence introduces main character and theme.

Shows how author creates symbol

Topic sentence introduces new point followed by details.

Topic sentence introduces new point followed by details.

Quote supports statement.

Author is identified first by full name then surname only.

Use of Present tense - issues are still important today.

Use of nickname shows knowledge of character.

Transition words

Quote adds support

Quote gives emphasis.



Comment about style

Lee uses rapid dialogue in the courtroom scene to emphasise the way the prosecutor attacks Tom, like an attack on an innocent mockingbird. Tom, innocent and blameless, is condemned by a prejudiced society. The jury would rather see a black man convicted than see a white woman's word questioned.

As the jury returns to give a verdict, Scout remembers the day Atticus confronted the mad dog. She remembers how the mockingbirds were silent, a symbol that something dreadful was about to happen. Lee uses powerful imagery to emphasise the importance of the symbol "...the mockingbirds are still." Words like "creeping," "cold," "shivered" contrast with the heat of the summer. Her use of repetition "guilty...guilty...guilty" slams into Scout and Jem like the symbolic shooting of the mockingbird Tom.

Link between two parts of the novel.

Shows how author creates symbols.

Topic sentence introduces new point followed by details.

The mockingbird symbol also involves the broader themes of justice and how it can destroy an innocent person. Lee exposes not just the prejudices of Maycomb but the ugly nature of such beliefs in society as a whole. Atticus and Miss Maudie are presented as characters who represent justice and open-mindedness. Both say it is a sin to kill a mockingbird. Justice is betrayed when the jury ignores the evidence and destroys the mockingbird figure of Tom Robinson.

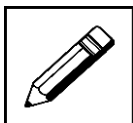
Shows how characters fit into theme.

Conclusion sums up author's opinion.

The novel's title reflects the importance of the symbol of the mockingbird which is best summed up in the words of Miss Maudie: "... they don't do one thing but sing their hearts out for us. That's why it's a sin to kill a mockingbird."

Links back to opening sentence.

- Tim Gotterson



### Learning Activity 39

A. Define the following terms from the novel analysis. Write your definition on the space provided. You may use a dictionary or the glossary of this unit.



You have 20 minutes for this activity.

1. Impending - \_\_\_\_\_
2. Malevolent - \_\_\_\_\_
3. Prosecutor - \_\_\_\_\_
4. Jury - \_\_\_\_\_
5. Prejudice - \_\_\_\_\_



**B. Fill in the table with the information you have read about the aspects of the novel and the analysis of the novel “To Kill A Mockingbird.”**

<b>Title:</b>	1. _____
<b>Author:</b>	2. _____
<b>Main Characters and their descriptions:</b>	3. a. _____ b. _____ c. _____ d. _____
<b>Setting:</b>	4. _____
<b>Genre:</b>	5. _____
<b>Theme of the novel:</b>	6. _____
<b>Point of view:</b>	7. _____
<b>Short summary of the novel:</b>	8. _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
<b>Did you like the novel and why</b>	9. _____ _____ _____
<b>Recommendation to a type of person or group</b>	10. _____ _____ _____

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

We will now move on to looking at what an analytical essay is.



**What an analytical essay is.**

The key to understanding its nature is in the word **analyse**. To analyse the content of a novel, for example, one must break it into its components or parts in order to get a full understanding of its meaning. This may mean investigating the novel's structure, its language, its symbolism, and even its historical context. All this will help you as the writer and your reader understand what the novel was trying to say. Your analysis may not be identical to someone else's idea of the novel, but, if your investigation is logical, believable, and well-defended, it will be well received.

**What an analytical essay is not.**

An analytical essay is not a summary of the work. If you find yourself paraphrasing parts of the object of your investigation (an event, a piece of art, a work of literature) or "retelling the story," then you are not writing an analytical essay. There is another pitfall that writers new to this type of essay may encounter. Let's return to the analysis of that novel. If you are merely telling "what" the novel means to you, you are falling short of the goal.

**The true analytical essay**

A true analytical essay explores "how" the novel emerges with a particular meaning. This "how" is investigated by explaining the relationship of the parts of the novel. The reader is shown how the meaning of the novel emerges from this relationship of parts. The analytical essay then helps the reader understand the relationship of the parts of the work being examined and how that relationship reveals the meaning of that work.

**How do I start the analytical essay?**

- If you have a choice, always choose to investigate something that inspires, fascinates, or speaks to you. You do not have to fully understand it, but if you are pulled by your interest into the work, you will be more motivated to figure out how the puzzle fits together.
- Do more than one thorough reading of the work. On the second reading, jot down ideas that occur to you in the margins. Don't be afraid to write ideas that seem to point to some aspect of the work that stand out or recur.
- Read background information on the author, on the historical context of the work, and the genre.
- Write down each of your ideas that seem to point to some aspect of the work that has a bearing on its overall impact. Eliminate any that seem weak after additional scrutiny.

**The Analytical Essay Introduction**

The purpose of your essay's introduction is to have a brief explanation of your topic and to give your paper direction that will be developed in the body. You should:

- Include key information about the work (name, author, publication and so on) in the first sentences.
- Lead logically into your reaction to the work ending in a claim or assertion which is your **thesis statement**. Your thesis statement should contain a specific and well-articulated point of view that will be defended in the essay.
- Include direction sentences which will explain to the reader how you will defend and support your point of view by explaining the parts of the work (the novel you are



analysing) and their relationship to the whole work. For example, “This essay will first... and then it will... and finally it will...”

### The Body of the Analytical Essay

The claims that you have presented in your thesis will be argued in the body of the essay. Make an outline using your direction sentences to be sure the body develops all the points mentioned in the introduction.

- Take each point mentioned in your directional sentences and develop it into a topic sentence. This topic sentence will be the main idea around which you will build your body paragraph.
- Use supporting points, at least four or five, to underscore your main idea in this paragraph. Use quotes and brief paraphrasing from the work or facts from outside sources to further support your point of view.
- Conclude with a sentence that wraps up the discussion of this point and do not return to discuss it again until your conclusion.

### The Conclusion of the Analytical Essay

You've made your arguments and now you want to tie them to your thesis. The purpose of a conclusion is to stress the correctness of the positions you have taken and to summarize your arguments as you affirm the conclusions you have drawn from your analysis.

- Always express your points in different words than you have used earlier.
- Be sure your conclusion gives the reader a sense of finality and completeness.
- Leave the reader with a clear picture in his/her mind

Writing the analytical essay is challenging, but it can be one of the most rewarding forms of writing to master. It demands that the writer look deeply into the relationships between the parts of a work and decide how those relationships bring meaning to the entire piece.



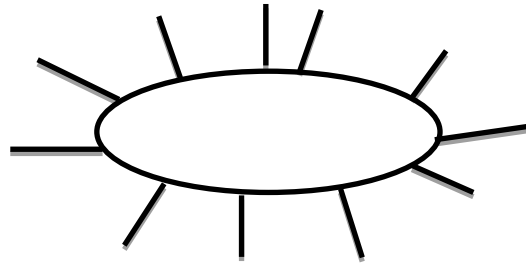
#### Learning Activity 40

Prepare to write an analytical essay on the novel “Things Fall Apart” written by Chinua Achebe. Re-read the summary of the novel on pages 82 to 85.



You have  
1 hour for this  
activity.

- A. **Brainstorm your ideas about the novel Things Fall Apart. You may write different ideas on how you will analyse the novel. Write the controlling idea in the centre of your diagram. For each of the lines, you may write different ideas and supporting details to help you write your essay.**



**B. Fill in the outline below using your ideas from your brainstorming. You may include sub-points for ideas about illustration, explanations and examples.**

Thesis (my main point) : \_\_\_\_\_

<b>Introduction</b>
A.
B.
C.
<b>Body</b>
A.
B.
C.
<b>Conclusion</b>
A.
B.
C.

**C. Following your outline above, write out the final essay below.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







## UNIT SUMMARY

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Congratulations, you have come to the end of Grade 11 Language and Literature Unit 11.1.

In Unit 1, 11.1.1, you were able to define Poetry as a piece of writing in which words are chosen for their beauty, sound or imagery and are carefully arranged in short lines that rhyme. You also looked at the elements of poetry and its different types. You also looked at three steps in reading a poem.

In 11.1.2, you defined short stories as a brief work of literature, usually written in a narrative prose. The two main types are non-fiction and fictions. The elements of short stories are characters, settings, conflicts action, resolution, plot and theme. You also learnt how to analyse a short story and by mapping out your story and then analyzing it. You also looked at the different purposes of a short story such as humorous, horror, comedy and tragedy.

In 11.1.3, you looked at the definition of drama as a piece of literature meant to be acted out. Drama tells a story through its' characters. You also studied the elements of a drama and learnt there are literary, technical and performance.

Finally in Writing Workshop 1, you were able to use the skills learnt in 11.1.1, 11.1.2 and 11.1.3, and used them to write a poem, a short story, a play script and an analytical essay: novel.

You are now ready to move on to Unit 11.2.



## ANSWERS TO LEARNING ACTIVITIES

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### Learning Activity 1

1. Yes, because it represents the wordings of the poem. No, because maybe the words are already imaginative enough for readers to picture.
  2. Yes, because of the use of the words in the poem.
  3. He is comparing your dreams /visions with the realities around you.
  4. Yes, by using descriptive definitions of what a poem is. Some examples are; poems are torches to shine the way, poems are cool waters to find desserts and poems are but today's dream of tomorrow reality.
- 

### Learning Activity 2

1. Poets write poems because it is a hobby.
  2. People write poems for fun.
  3. People write poems because it is a source of income.
- 

### Learning Activity 3

#### Autobiography of Joe Blow

My name is Joe Blow, I was born on the 17<sup>th</sup> of April, 1975. My parents were both teachers at community school in East New Britain. My Parents were not too rich or not too poor. They managed to look after ten children in which I was the last of them.

As I grew up, I was sent to a Church Agency School known as George Brown High School. I managed to graduate with pass marks but that did not stop me from excelling in life. I enrolled at CODE now known as FODE and manage to upgrade my narks and completed grade 11 and 12.

During my weekends, I help out in church activities and help in community service in the area I live in.

I am now a teller in the BSP bank and earning enough money to feed my family and able to send some home to my parents.

---

### Learning Activity 4

#### A.

1. The Young Man's Prayer-Spiritual
  2. Seventeen Yard- Physical
  3. In Silent Mind- Psychology
-

**B.**

	Physical	Spiritual	Psychological
1	Green fence painted	Your courage	Impose to isolation
2	Warder passes	Your youth	Communication breakdown
3	Impose to isolation	Help me appreciate	Dignity faints

**Learning Activity 5****A.**

1	Journeys	Quest
2	Learning to read and write	Politician
3	Teacher	Prime Minister
4	Chairing boards	Business man
5	Honorary doctorate	Chief of clan

**B. (This is a sample poem to compare with your answer.)****Sir Michael Somare**

Your words were fire  
Fire was your spirit  
Your spirit conceived

A testimony of your spirit  
Till time, till time

In your prime, a mighty warrior and sana  
In the falling of the leaves  
And withering of plants

Lo, and behold  
On the horizon  
The going down of the sun  
Refuse,  
The mighty warrior you are  
The going down of the sun.

And in your eyes  
I beheld  
Only to remember  
Your eyes is fire  
Your words is fire  
Your spirit is fire

A testimony of a nation  
Till time till time  
Father of a Nation, warrior and sana

- David Wallum



**Learning Activity 6**

1. Mary, Susan and Peter are traveling to Rabaul in December.
  2. The Tolais are a group of people from East New Britain.
  3. Jedidiah and Emmanuel are coming this afternoon.
  4. How did Americans' conquer the Pacific?
  5. Never do that! I screamed aloud.
- 

**Learning Activity 7**

1. Lies and eyes
  2. *(There are 5 answers given. You are required to mark any three of them)*  
Like insults flying in anger  
Like bullets out of a gun  
Like a forgotten eye  
Like drop of water  
Like spent bullet
  3. The battle rages  
Insults flying in anger
- 

**Learning Activity 8***Poem 1*

1. It refers to him being excited at that time.
2. A train station
3. He feels excited to be home/reached his destination
4. Hiss

*Poem 2*

5. A student/A child
  6. He is troubled that his family has great influence in his life.
  7. Unhappy
  8. Career
- 

**Learning Activity 9****A.**

1. Do not boast about how you help other people.
  2. Those who work to honour the name of God are doing it for the good of mankind.
-

**B.**

3. Proverbs 1:10 My child, if sinners entice you, turn your back on them.  
One meaning is that do not be let down by non- believers.
  4. Proverbs 1: 1-3: These are the proverbs of Solomon, David's son, King of Israel.2. The purpose is to teach people wisdom and discipline, to help them understand the insights of the wise.3. their purpose is to teach people to live disciplined and successful lives, to help them to do what is right, just and fair. It simply is referring to the verses above and how beautiful and inspirational they are.
  5.
    - a. Charitable work helps the poor people.
    - b. Proverb verses teaches people wisdom and knowledge.
    - c. Turn your back on sinners, if a sinner entice you.
  6.
    - a. Does charitable work help people?
    - b. Does good things happen to people who love God?
    - c. Does the teachings in Proverbs help people to acquire great wisdom and knowledge?
- 

**Learning Activity 10**

**A.** (*This is a sample poem to compare with your answer.*)

**My Brother**

To them  
Hated and mocked  
Belittled and bullied  
Despised and ridiculed  
To me  
Accepted and appreciated  
Shared and cared  
Understood and praised  
My Wonderful gift, a brother for life  
*By David Wallum*

**B.**

1. Haiku
  2. Satirical
  3. Epic
  4. Light poetry
  5. Sonnet
-

**Learning Activity 11**

- |              |             |
|--------------|-------------|
| 1. is        | 11. a       |
| 2. tend      | 12. in      |
| 3. own       | 13. the     |
| 4. or        | 14. writing |
| 5. a         | 15. series  |
| 6. to        | 16. form    |
| 7. an        | 17. subject |
| 8. as        | 18. by      |
| 9. or        | 19. a       |
| 10. patterns | 20. its     |
- 

**Learning Activity 12**

1. The poem might be about a human being impersonating an ox.

*Poem 1*

1. Because the person is in love with the girl who does not.
2. Because he does silly things.
3. He dreaming of the girls' love.
4. buy

*Poem 2*

5. The poet is being emotional.
  6. He is giving advice that when you love, it is not wasted.
  7. Love matters more.
- 

**Learning Activity 13****A.**

1. to study
2. to be
3. to earn
4. to help

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

**My Future Ambitions**

In the future, I want to study Economics.  
In the future, I want to be a businessman.

---



In the future, I want to earn more money.

In the future, I want to help the needy.

*-Fredah Militan-Wallum*

---

### Learning Activity 14

1.
    - a. The ravines suck the river
    - b. the earths' grassland is dry.
    - c. the clouds crawl lazily.
  2. Sad
  3. Because he wants the rain to come so there will be water for everyone.
  4. No water to drink.
  5. He wants you to believe that rain is coming.
  6.
    - a. Clouds moving in the sky,
    - b. the grassland is dry,
    - c. rivers sucked into ravines
    - d. even the cats and dogs,
    - e. weep exhaustedly in the unbearable heat for the rain to come
- 

### Learning Activity 15

1.
    - a. like insults flying in anger
    - b. like bullets out of a gun
    - c. like a forgotten eye
    - d. like a drop of water
    - e. like a spent bullet
  2. Students
  3. Recess
- 

### Learning Activity 16

1. Man
  2. Man is stubborn as the wall.
  3.
    - a. Berlin wall
    - b. Flowing with fright
    - c. Without a door for love to walk through.
-

**Learning Activity 17**

1. a. Rugged tall and imposing
- b. Staring menacingly.
- c. Intimidating the stranger.

**Meanings of words**

- a. Pinnacles- (noun) A pointed cone shape piece of stone or rock, the highest or most successful point.
- b. Menacingly- (adverb) It refers to being very mean.
- c. Unwelcoming- (adverb) A negative impression to put someone off.
- d. Existence- (Noun) A form of surviving.
- e. Stillness-(adjective) Not moving.
- f. Dust-(noun) Very small dry particles of ground and sand.

**Learning Activity 18**

1. **Horror Story (Example)**
2. Adventure Story
3. Scientific Story
4. Social Story
5. Detective Story

**Learning Activity 19**

1. Lino
2. Mount Hagen (village)
3. The step in leaving her village for city life.
4. Lino gets on the bus
5. She eventually decided to live in town

**Learning Activity 20****A.**

Characters	Alvyn, Clara, Alvin's Parents, Anna and Solomon and Fiona, Alvin's wife and their son.
Setting	Kerevat, a small town in East new Britain Province in Papua New Guinea..



Conflict	Clara meets Alvyn and falls in love with him. But Alvyn loves his son more.
Action/Climax	Alvyn soon goes back to his wife and children and Clara is heartbroken.
Resolution	Clara leaves Alvyn.

**B.** (*This is a sample short story to compare with your answer.*)

Once there lived a family in Keravat, a small town in East New Britain Province in Papua New Guinea. The father's name was Solomon and the mother's name was Anna. They had a son called Alvyn who had recently graduated from the University of Technology in Lae, as an Economist.

Alvyn soon got married and had a son. His wife, Fiona was not employed and she caused a lot of inconvenience for Alvyn. Alvyn's parents were not happy with her and sent her away to her parents in the city.

A few months later, Alvyn meets Clara who was in their town for a vacation. Clara soon fell in love with him and they lived together for a couple of months. Soon it was time for Clara to return to the city. They kept in touch until Clara found out that Alvyn had come to the city to look for his son and wife.

Clara was broken hearted because he was returning to Fiona. He did not answer the phone when Clara called. She told herself not to contact Alvyn anymore.

---

**Learning Activity 21**

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

---

**Learning Activity 22**

1. The characters are Lino, Lino's mother, Lino's sister, Lino's uncle and the school headmaster.
2. Some of her decisions are; leaving her village to live with her uncle and getting on the bus to the city.
3. No, it was a collective decision by her family.
4. Because her decision of leaving her village to live with her uncle in the village was actually a huge step in her life.



5. No, because she was leaving the only world known to her and move on to a strange new world.
6. Because they will be doing her share of work like gardening.
7. Yes, because they support each other.
8. Probably, Lino graduated and worked in the city and supported her mum and her sister.

---

### Learning Activity 23

#### A.

Initial incident-	Two people having afternoon tea.
Preliminary event-	Choosing which tea to drink.
Rising action-	Deciding which tea is best.
Climax-	Both tea involve slavery.
Falling action-	They both settle to drink the tea of their choice.
End/ Denouement-	A suspense ending where tea drinker 2 is left wondering about slavery and drinker 1 continues to drink happily.

#### B.

1. The drama refers to British tea as a symbol of slavery and that drinking it would be an acceptance to be under the colonial British rule.
2.
  - a. Tea Drinker 1
  - b. Tea Drinker 2
  - c. Protester
3. 6

---

### Learning Activity 24

You are required to have 3 answers. You have 6 options given here and **any three** is accepted as correct.

1. Make up
2. Performance
3. Sound
4. Light
5. Props
6. Curtains in the set

**Learning Activity 25**

You are required to have 3 answers. You have 6 options given here and **any three** is accepted as correct.

1. Acting
  2. Character
  3. Motivation
  4. Analysis
  5. Empathy
- 

**Learning Activity 26**

- A.**
1. Mathilda (Grade 3 girl), Mother, Father, Grandmother, Witch
  2. Conflict arises when the parents maltreated Mathilda.
  3. Theme is centered on how parents must care/treat their child/children.
- B.** (*Any three of the suggested answers below are correct.*)
1. Set – Mathilda’s house; Grandmother’s garden
  2. Costumes for the characters, especially the witch
  3. Props – Bucket, cup, pots, water, stick, chairs, tables
  4. Light – day light
  5. Sound – thump of stick as it hits Mathilda, insects in the garden
  6. Make-up – the witch’s face, body paint, wig
- C.** (*Any three of the suggested answers below are correct.*)
1. Speaking – All characters deliver their dialogues
  2. Vocal Expression – the voice of the witch, grandmother, 3-year-old girl, and the parents
  3. Inflection – raspy, whispering tone of the witch, loud and angry voices of parents, soft and weak voice of Mathilda
- 

**Learning Activity 27** (*This is a sample paragraph to compare with your answer.*)

**Love Your Children**

The moral lesson that can be learned from the drama, “Who Loves Mathilda?” is that parents must always give unconditional love and proper care to their children. Children are gifts from God and are helpless and need parents to ensure their growth and development. Therefore, parents must see to it that their children are well provided with their basic needs and give them their loving attention and understanding.

---



**Learning Activity 28** (*Sample answers only*)

- A.**
1. conciseness or shortness
  2. standard pattern or type
  3. disgusting, depraved, shameful
  4. knowing everything
  5. emotions or feelings behind words
- B.**
1. The Walking Dead.
  2. Frightened.
  3. It is a fiction novel but learnt about team work, decision making in time of danger and having defending alliances.
- 

**Learning Activity 29**

1. talked
  2. prepared
  3. took
  4. know
  5. bounced
- 

**Learning Activity 30**

1. Third person
  2. Family in the village
  3. Characters not used to living in the village, are confronted by sorcery practices and have restrictions and taboos they have to abide with.
  4. A culture that practice sorcery.
  5. Flashback
  6. Yes, Shaman practice, believes and taboos and restrictions.
- 

**Learning Activity 31**

1. really
  2. definitely
  3. yesterday
  4. darkly
  5. Here
-

**Learning Activity 32**

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

**B.**

1. Okonkwo was strong, determined, a great wrestler, wealthy farmer and prestigious member of the tribe.
2. He despised both his father and his son because he considered them unmanly
3. Ikemefuna was a young boy the tribe has won in a tribal war. He was raised by Okonkwo as his own son but he was killed as a sacrifice.
4. He broke the week of peace, he participated in killing Ikemefuna even though he considered him his son, and he accidentally killed Ezeudu's son.
5. He wanted to resist them.
6. The tribe respected Mr. Brown because he respected their culture. They did not like the Rev. Smith because the Rev. stirred up deep antagonism between the tribesmen and the Christians.
7. The Christian Missionaries held debates to gain converts, convincing the tribesmen to lose faith and even desecrate their own traditions.
8. Okonkwo hanged himself on a tree. He took his own life in order to protest against the European forces that wanted to punish him for killing one of their own.

**C.**

1. Things Fall Apart
2. Chinua Achebe
3.
  - a. Okonkwo
  - b. Nwoye
  - c. Ikemefuna and many others
4. Nigerian tribe of Umuofia at the end of the 19th century.
5. historical novel
6. colonialism, contrast between traditional and western beliefs
7. multiple character's point of view
8. Okonkwo was a strong and manly member of the tribe but he defied many of the traditions and committed crimes against the tribe. Because of this he was exiled for seven years. He returned after 7 years at the same time as the arrival of the Christian Missionaries who wanted to convert the villagers. Conflict arose between the tribe and the Europeans until Okonkwo killed one of them. He killed himself before the European forces could arrest him



9. *Answers may vary. Below is a sample answer:*  
Yes, I liked the novel. It contains similarity with Papua New Guinean culture where conflict can arise between traditional and western beliefs.
10. For the young people to see the importance of culture.

### Learning Activity 33

1. on
2. about
3. under
4. after
5. with

### Learning Activity 34

**My Mother** (*This is a sample poem to compare with your answer.*)

I see a woman who has love for me.  
I see a woman whose hands are healing hands.  
I see a woman whom everyone respects.  
I see a woman that is admired by everyone.

### Learning Activity 35

*The following is an example to compare with your answer. Your answer for this activity is correct if you have:*

- a. written paragraphs about your chosen topic.
- b. your stanza have four lines each.
- c. the information from your paragraphs is translated into a poetic form of 2 to 5 **four-line stanzas**.

Write your paragraphs on this space	Write the lines of your poem here
<p>“That’s one small step for man, one giant leap for mankind.” Astronaut Neil Armstrong spoke these words on July 20, 1969, as he became the first person ever to step onto Moon.</p> <p>An astronaut is a space traveler. Astronauts fly into space on spaceships. They go where there is no air, higher than any airplane can fly. While they <i>orbit</i> (go around) Earth, they are weightless—they float and feel no gravity.</p>	<p><b>Neil Armstrong</b></p> <p>Intelligent, Brave and Courageous, You performed the amazing Job. You set your foot print on the crater Of the heavenly object.</p> <p>Miles and miles away You looked down on Earth You felt like a God.</p>



The Apollo program began during the 1960s. Apollo was an American project to send people to the Moon and back. There were three astronauts in each Apollo crew. Two of them explored the Moon while the third stayed aboard the main spacecraft.

Neil Armstrong, Buzz Aldrin, and Michael Collins were the crew of Apollo 11. This was the first mission to land on the Moon. Altogether, 12 astronauts walked on the Moon as part of the Apollo program. They performed experiments and brought back moon rocks for study. No one else has ever been to the Moon.

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Watching Over Earth.

-Fredah Militan-Wallum

**Learning Activity 37** (*This is a sample story to compare with your answer.*)

**A.**

Characters	Alvyn, Clara, Alvin's Parents, Anna and Solomon and Fiona, Alvin's wife and their son.
Setting	Kerevat, a small town in East new Britain Province in Papua New Guinea..
Conflict	Clara meets Alvyn and falls in love with him. But Alvyn loves his son more.
Action/Climax	Alvyn soon goes back to his wife and children and Clara is heartbroken.
Resolution	Clara leaves Alvyn.

**B.** (*This is a sample short story to compare with your answer.*)

Once there lived a family in Keravat, a small town in East new Britain Province in Papua New Guinea. The father's name was Solomon and the mothers name was Anna. They had a son called Alvyn who had recently graduated from the University of Technology in Lae, as an Economist.

Alvyn soon got married and had a son. His wife, Fiona was not employed and she caused a lot of inconvenience for Alvyn. Alvin's' parents were not happy with her and sent her away to her parents in the city.

A few months later, Alvyn meets Clara who was in their town for a vacation. Clara soon fell in love with him and they lived together for a couple of months. Soon it was time for Clara to return to the city. They kept in touch until Clara found out that Alvyn had come to the city to look for his son and wife.



Clara was broken hearted because he was returning to Fiona. He did not answer the phone when Clara called. She told herself not to contact Alvyn anymore.

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### Learning Activity 38

Check the play script you have written by comparing it with the play script of **Who Loves Mathilda** on pages 65 to 67, and **Three Little Pigs** on pages 95 and 96.

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### Learning Activity 39

- A.**
1. About to happen
  2. wishing evil to others
  3. person who prosecutes especially in criminal court
  4. a body of usually 12 persons deliberating on the outcome of a trial of awarding prizes
  5. preconceived opinion, bias or partiality
- B.**
1. Title: To Kill A Mockingbird
  2. Author: Harper Lee
  3. Characters: Atticus Finch, Jem, Scout, Boo Radley, Tom Robinson
  4. Setting: Maycomb, Alabama
  5. Genre: Bildungsroman
  6. Theme: racism, hate, discrimination, as well as justice and childhood innocence.
  7. Point of View: First person point of view of Scout, 6 years old
  8. Short Summary of the novel: Tom Robinson was accused by his white neighbour to have raped a white woman. Atticus Finch was given the task to defend him in a trial. Boo Radley was a recluse whom Scout and Jem befriended. Tom Robinson was judged as guilty for a crime that he did not commit. Some men tried to hurt Scout and Jem because their father defended a black man but Boo Radley saved them.
  9. Answers may vary. Here is a sample answer to compare with your own.  
Yes, I did like the novel because it deals with themes of justice and the discrimination that people have against somebody different. I liked the character of Atticus Finch who is an honourable man.
  10. Recommendation: for people who are interested in an entertaining courtroom drama. Teenagers will relate to the idealism of both Scout and his father.
- 

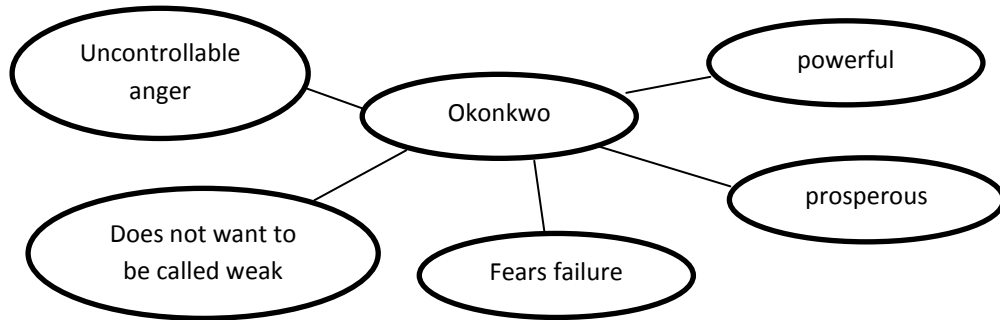
### Learning Activity 40

(Answers may vary. Here are sample answer from <http://www.123helpme.com>)

---



A.



B.

Thesis: Okonkwo's personal flaws of fear of failure and uncontrollable anger do not allow him to be great.

**Introduction:**

- A. Title of the Book, author
- B. Introduce character as the focus of the analysis and present thesis
- C. Okonkwo as a powerful man

**Body:**

- A. The first Flaw of Okonkwo: Fear of failure - He does not want to be like his father.
- B. Second Flaw: does not want to be thought of as weak
  1. Kills Ikemafuna
  2. Beat Nyowe
- C. Third Flaw: Uncontrollable anger – killing of the messenger that led to his own death.

**Conclusion:**

- A. Fear and anger can destroy man.

C.

**The Flaws of Okonkwo**

"Man, when perfected, is the best of animals, but, when separated from law and justice, he is the worst of all." (Aristotle). In Chinua Achebe's novel *Things Fall Apart*, Okonkwo is living proof of Aristotle's statement. Although he is arguably the most powerful man in Umuofia, his personal flaws of fear of failure and uncontrollable anger do not allow him true greatness as a human being.

Okonkwo is one of the most powerful men in the Ibo tribe. In his tribe, he is both feared and honoured. This is evident by this quote, "Okonkwo was well known throughout the nine villages and even beyond... [He] brought honour to his tribe by throwing Amalinze the Cat." This suggests that in Okonkwo's society, power is attained by making a name for yourself in any way possible, even if that means fighting and wrestling to get your fame. Although honour is a good thing, when people have to fight to gain it, it becomes an object of less adoration. Okonkwo's "prosperity was visible in his household... his own hut stood behind the only gate in the red walls. Each of his three wives had her own hut... long stacks of yams stood out prosperously in [the barn]... [Okonkwo] offers prayers on the behalf of himself, his three wives, and eight children." His large family is also a source of pride and evidence of his position in Umuofia.



Okonkwo's first and most prominent flaw is his fear of becoming a failure. It is greatly influenced by his father, but Okonkwo takes his fear to the extreme. Okonkwo's father was a very lazy and carefree man. He had a reputation of being "poor and his wife and children had just barely enough to eat... they swore never to lend him any more money because he never paid back." In Umuofia, a father is supposed to teach the children right and wrong, and in this case, the lessons were not taught, but self-learned. Okonkwo had to rely on his own interpretations of what defined a "good man" and to him that was someone that was the exact opposite of his father. As a result of his own self-taught conclusions, Okonkwo feels that anything resembling his father or anything that his father enjoyed was weak and unnecessary.

Because of his fear to be seen as weak, Okonkwo even strikes down a child that calls him father: "[and as the machete came down] Okonkwo looked away. He heard the blow... He heard Ikemefuna cry 'My father, they have killed me!' ... Okonkwo [draws] his machete and ... cuts him down... He does not want to be thought of as weak." The fact that he kills the child shows that the way that he thinks is wrong, that reputation is more important than the life of a child. Although it is a shame to be thought of as weak, Okonkwo's actions here show that he is not truly a real person that is capable of being a ruler, but just a strong man that has fought for his whole life trying to be something different from his father. Okonkwo's fear allows him to gain more respect from his tribe, but only because it motivates him to do better than anyone else.

Okonkwo's uncontrollable anger is his most prominent flaw that keeps him away from true greatness. Although his anger has served him well in his life, ultimately, it destroys his way of life. Okonkwo is very rough on his son; for example, when Nwoye overhears that Ikemefuna was to be "taken back to his village, [he] burst into tears [Okonkwo] beat him heavily." Okonkwo tries to instill his personal views on how to live as a man to his son, and to Okonkwo, crying is very womanly, and so Nwoye is punished for it. Okonkwo's inability to control his anger eventually drives his son away from him instead of teaching him what is right and what is wrong. It makes Nwoye want to join what Okonkwo wants to destroy.

Okonkwo spies the District Commissioner and as he "[trembles] with hate, unable to utter a word, in a flash Okonkwo drew his machete. The messenger crouched to avoid the blow. It was useless. Okonkwo's machete descended twice and the man's head lay beside his uniformed body." Okonkwo's hate and anger in this situation eventually leads him to his death. Although his hate and anger is justified here, it is clear that he is not able to control himself, and unrestrained anger does more harm than good. Hate and anger is a very destructive way to live your life. Although respect and power are gained, it is gained out of fear. If the people around sense the prospect of change, they will go against their ruler in hopes of change. Anger begets fear begets power. Power that is easily taken away from change. Because Okonkwo was not able to realize that, his life was forfeit.

Mankind has many different faces. Although fear and anger are reactions that all men have, if left unchecked, they will consume all one has worked for and ultimately destroy everything that one holds dear. Because of that, before actions are taken, much consideration should be taken to make sure that personal flaws as well as flaws in society do not interfere with one's judgement.

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## GLOSSARY

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### A

**Action-** there is one main action in the story, which solves the problem. The action is often the most important and exciting event in the story.

**Anecdotes-** A short and amusing but serious account, which may depict a real/fake incident or character.

**Antagonist-** A character or a person who is opposed to, struggles against, or competes against another.

**Anthropomorphic-**treats Gods, animals or objects as if they had human quality.

**Autobiography-** A life story of someone written by the person himself.

### B

**Biography-** Stories of someone's life written by someone else.

**Brevity** - the quality of using few words when speaking or writing

### C

**Character Blocking-** A path form by actors' movement on a stage.

**Characters** are people in the story.

**Climax:** The turning point or high point of a story, when events can go either way.

**Comedy** is a show or piece of work that is witty, wise, or silly and full of ridiculous situation.

**Conflict-** this is the problem in the story that has to be solved

**Conventions-** A common way of doing something in literature.

**Costumes-** Are clothing, masks and accessories that the actors use.

### D

**Denouement** is another term for the conclusion from the French word for "unraveling"

### E

**Elements-**important quality/feature that has a need

**Empathy-** is the capacity to relate to the feelings of others.

**Exposition** is the initial incident: The event that "gets the story going" Preliminary event: Whatever takes place before the action of the play that is directly related to the play



**F**

**Farce**-is a sub-category of a comedy. It typically involves mistaken identity, lots of physical drama and outrageous plot twists.

**First person** story is a story told from the author's point of view. The use of 'I' is predominant throughout the story.

**Form**-something that takes the form of a particular thing and expressed in a particular man

**Funny** means able to make you laugh or smile.

**G**

**Genre**- Refers to the type of play. Some examples of different genres include comedy, tragedy, mystery and historical play.

**Gestures**- A gesture is a form of non-verbal communication or non-vocal communication in which visible bodily actions.

**H**

**Hero**- A man of distinguished courage or ability, admired for his brave deeds.

**Heroin**-A female hero or a woman of distinguished courage or ability, admired for her brave deeds.

**Hilarious** means extremely funny.

**Historiography**- is a story of the past.

**I**

**Imagery**-Refers to the use of words and figures in a story to describe ideas or actions in a novel, poem or a play.

**Impending** – something that is going to happen soon

**Irony**- Patterns and differences between peoples' hope and reality.

**J**

**Journey** is an experience of changing or developing from one state of mind to another

**Jury** - a group of members of the public who listen to the facts of a case in a court and decide whether somebody is guilty of a crime

**L**

**Legend**- Ancients stories that are past down from generations to generations.

**Lines** refer to each line in the poem

**Literature**- any written work which expresses and form any connection with ideas of permanent or universal interest.

---

**M**

**Malevolent** - having or showing desire to harm other people

**Melodrama**- type of exaggerated drama. It is simplified and is in one dimension. It involves a villain, a heroin, a hero who rescues the heroin from the villain.

**Metaphor** -A metaphor also suggests a likeness between two things. However, it uses a word or phrase to describe somebody or something else, in a way that is different from its normal use; it orders to show that the two things have the same qualities and to make the description more powerful.

**Moral**- Concern with principles of right and wrong behavior.

**Musical Drama**-A story told not only through the dialogue and acting but through music and dance.

**Myths**- a traditional or legendary story usually concerning some being or hero or event.

**N**

**Narrative mode** – it is also known as a point of view.

**News Journalism**- Refers to article/ stories written in newspaper about an event that happened.

**Norm** - a situation or a pattern of behaviour that is usual or expected

**O**

**Omniscience**- Means having complete or unlimited knowledge, awareness or understanding of perceiving things.

**P**

**Physical**-Relating to body

**Plot** tells the reader what happens in the story and why it happens.

**Poetry**-A piece of literature that evokes a concentrated imaginative awareness

**Prejudice** - an unreasonable dislike or preference of a person or something

**Prosecutor** - a public official who charges somebody officially with a crime and prosecutes them in court

**Prose**-The ordinary form of spoken or written language, without metrical structure, as distinguished from poetry and or verse.

**Protagonist**-The main character in a novel, play or movie, or an important person who is involved in a competition, conflict or cause.

---



**Psychological** –relating to the mind.

## Q

**Quest** is an old fashion or literary word. It is a long and difficult search for something especially something that you value

## R

**Resolution** -The conflict is resolved, and the story comes to its end. The reader responds with a sigh, a chuckle, a snuffle, a frown—whatever response you intended.

**Rising Action** -This is where the novel starts getting interesting. The characters start acting. They get caught up in problems and/ or move to solve these problems. The reader is gripped by the action.

## S

**Scenery**- are the theoretical equipment, such as curtains, flats, backdrops, or platforms used in a dramatic production to communicate surroundings.

**Setting**- This is where the story takes place. We study the time, the place and the mood of the story.

**Short stories**- A brief work of literature, usually written in a narrative prose.

**Simile**-A simile requires us to picture and compare a thing with another.

**Sound**- Pronouncing a letter clearly.

**Spectacle**- Everything that the audience see as they watch the show.

**Spiritual**-Relating to people’s deepest thoughts and beliefs and physical surroundings

**Stanza** refers to a verse of a poem.

**Succinct**- expressed clearly in a few words.

**Synopsis**- A brief condensed statement giving a general view of some subject.

## T

**Theme** a central idea or comments on some important issues that lies behind what a story is all about.

**Third person** story is when the authors act as the narrator revealing the thoughts, feelings of characters. The use of he, she John, Mary is predominant throughout the story.

**Tone** is the mood the author establishes within the story.

**Turbulent** means very violent and not controlled

**U**

**Unraveling** is also known as a conclusion.

**V**

**Verbal Expression**- Speaking is the mode of expression or delivery of lines, breath control: proper use of the lungs and diaphragm muscle for maximum capacity and efficiency of breathe for speaking,

**Verse** means the same as stanza.

**Vile** - extremely unpleasant or bad

**Vocal expression** - how an actor uses his or her voice to convey character.



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13. <http://www.dummies.com>
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15. [www.poetrysoup.com/poems/best/prose\\_poetry](http://www.poetrysoup.com/poems/best/prose_poetry)
16. [http://www.ehow.com/how\\_4884315\\_write-play-script.html](http://www.ehow.com/how_4884315_write-play-script.html)16.  
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17. [http://www.ehow.com/how\\_2046136\\_analyze-poem.html](http://www.ehow.com/how_2046136_analyze-poem.html)
18. Papua New Guinea School Journal: Junior 2; Department of Education, 2006

**STUDENT'S QUESTIONNAIRE**

Dear Student,

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

**Please tick the appropriate box.**

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



## 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	4562231 or 4561114	72228122	Provincial Coordinator
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	Provincial Coordinator
13	LAE	P. O. Box 1562, Lae	4725508 or 4721162	72228132	Provincial Coordinator
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	Provincial Coordinator
15	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



**FODE ACADEMIC PROGRAMME**  
**SUBJECT AND GRADE TO STUDY**

**Grades 7 & 8** →

- English
- Mathematics
- Science
- Social Science
- Commerce

**Grades 9 & 10** →

- English
- Formal Mathematics
- Practical Mathematics
- Science
- Social Science
- Commerce
- Design and Technology- Computing
- Personal Development

**Grades 11 & 12** →

- English
- Formal Mathematics
- Practical Mathematics
- Science
- Social Science
- Business Studies
- ICT
- Personal Development

**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.

**Certificate in Matriculation** →

**CORE COURSES**

- Basic English
- English 1
- English 2
- Basic Maths
- Maths 1
- Maths 2
- Histry of Science & Technology

**OPTIONAL COURSES**

- Science Streams: Biology
- Chemistry, Physics and Social
- Science Streams: Geography,
- Introduction to Economics and
- Asia

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