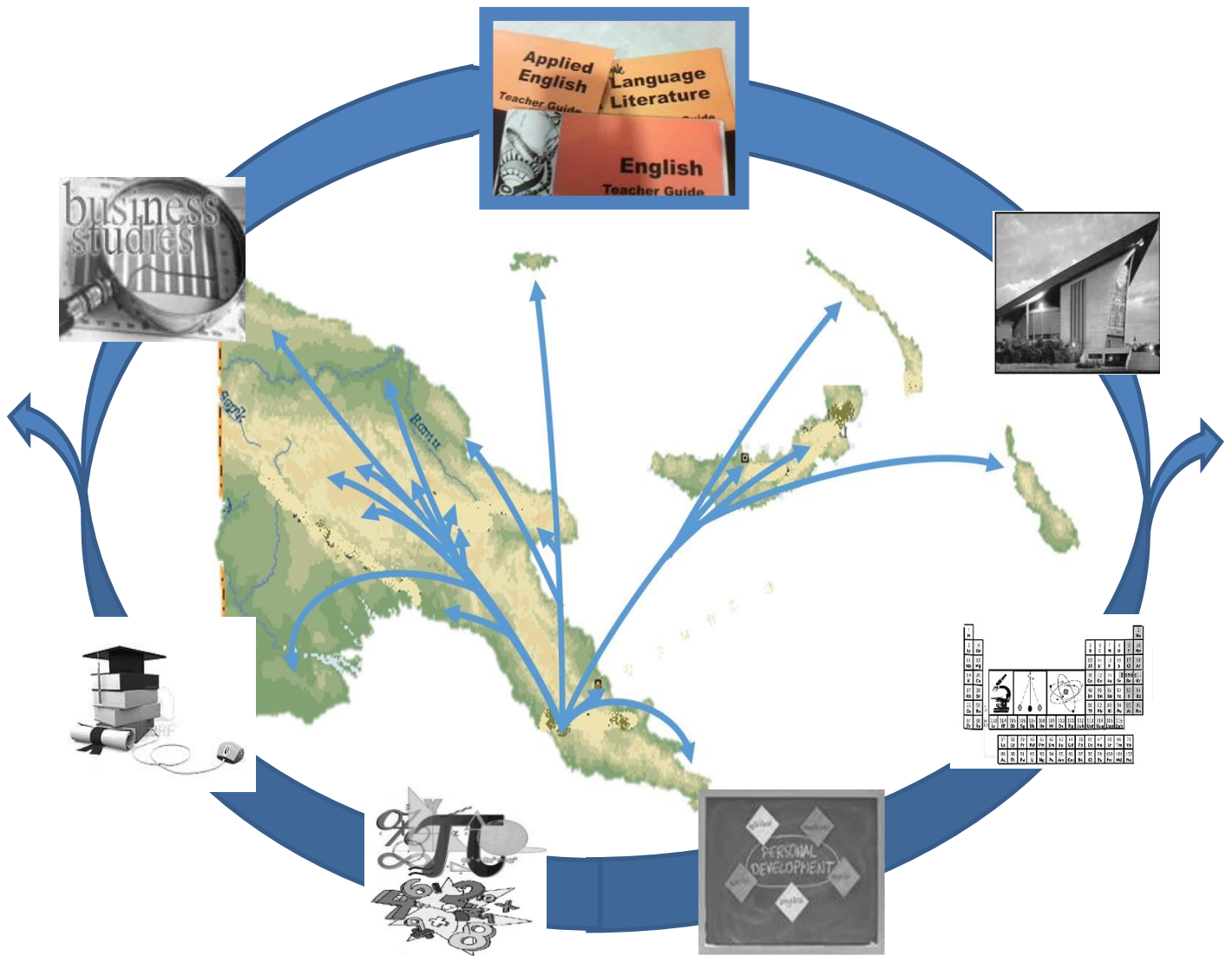




DEPARTMENT OF EDUCATION

GRADE 11 LANGUAGE AND LITERATURE COURSE

MODULE UNIT 11.2



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 (11.2) MODULE

JOURNEYS AND QUESTS: PART 2

11.2.1: DRAMA

11.2.2: FILMS

11.2.3: WRITING WORKSHOP 2



Acknowledgements

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

Special thanks to the Staff of the English Department of FODE who played active role in coordinating and editing processes.

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

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

DEMAS TONGOGO

PRINCIPAL

Published in 2017

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Papua New Guinea

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ISBN: 978-9980-89-602-5

National Library Services of Papua New Guinea

Printed by Flexible, Open and Distance Education



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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 part and parcel of the new reformed curriculum – the Outcomes Based Education (OBE). Its learning outcomes are student-centered and written in terms that allow them to be demonstrated, assessed or measured.

It maintains the rationale, goals, aims and principles of the national outcome based 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 which has been coupled with a lack of access to 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 which 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 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 and instructional designers who have contributed so much in developing this course.



DR. UKE KOMBRA PhD
Acting Secretary for Education



ICONS

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



Reading Activity



Listening Activity



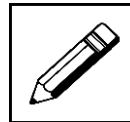
Time Frame



Speaking Activity



**Vocabulary
Activity**



All other Learning Activities



UNIT 11.2: JOURNEYS AND QUESTS: PART 2

INTRODUCTION

This course is designed to help you achieve the learning outcomes for Unit Two (2).

In Unit 1, you explored the idea of journeys and quests as a search for nobility, goodness and enlightenment. You differentiated between the different types of quests, personal; strive for goodness and the good of humanity.

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

In Unit 2, you will be more focused on reading, viewing, speaking, listening and writing.

You will find a range of texts, analyse and evaluate their purposes for the intended audience and identify the language features. There will be a variety of texts from Papua New Guinea and other countries.

All the activities in Unit 2 have been modelled in a way to help you grasp the skills in the topics that are covered. You will answer 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 2 Journeys and Quest part 2, there are three topics. The **three topics are:**

1. **Drama**-You will learn about PNG drama, purposes of a drama, analyse a drama, identify elements of theatre and look at the technical aspects of theatre.
2. **Films**- You will learn about the history of films, identify the different film genres, identify the parts of a film, learn about film festivals and learn skills on film analysis.
3. **Writing workshop 2**- You will be using all skills learnt in drama to write dialogues, play script, film script, and to complete a drama review and a film review.

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

**LEARNING OUTCOMES**

By the time you complete this module, you will be able to:

- Read a play.
- Analyse the elements of drama such as orientation, complication, conflict, climax and resolution.
- Discuss characterisation and characters' motives and issues that bring them into conflict with their society, their environment and themselves.
- Enact and analyse a scene or act from a play.
- Create and present a written transformation based on the chosen play.
- Write an analytical piece about a play.
- Learn cinematic terms or concepts and be able to apply them in discussions
- Discuss plot, setting, characterisation, themes and literacy styles and analyse how they are presented to convey the author's intentions.
- Analyse how authors create text to inform and influence particular audiences to specific purposes.
- Write an analytical and evaluative essay based on a film such as filming techniques, characterisation, theme, directors intentions.

**TIME FRAME**

This unit should be completed within 10 weeks.

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

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



11.2.1 PNG DRAMA

11.2.1.1 History of PNG Drama

In Unit 1, you looked at drama in general. It was defined as “a form of literature meant to be acted out.” A drama tells a story through the acting done by the characters. You also learned that there are two types of drama. These are tragedy and comedy. The search for something important or valuable has always provided a classic starting point for stories, myths legends, folklores, novels, poems and plays. Now, drama is found everywhere in the world. Papua New Guinea is no exception.



Let us look at the history of Drama in Papua New Guinea.

There are many legends, myths, poems and plays in Papua New Guinea that depicts knowledge of journeys and quests that have been used in Drama. For example, “SAIL THE MIDNIGHT SUN” by John Kasaipwalowa, a Papua New Guinean known for his controversial and forth right politics wrote this poem, while in prison. It was later acted out in an opera. This poem was about challenges in his life journey. He uses a traditional story as a mask to see the world and the character as a mask to see himself. This drama was later performed by Raun Raun Theater in the 1979. One outstanding line in the poem goes;

...the loved ones,
Who weep...
To lose their hopes of the battered seed of truth.

In PNG, we have over 800 different languages and with it comes the numerous numbers of cultures and customs. From these societies, poems, songs, legends, folktales are very evident and can be changed into drama.

In Unit 1, you also looked at the different elements which we can identify in any Papua New Guinea drama. You learnt that there are three different types of elements. These are literary, technical and performance.

Elements of Drama in Papua New Guinea

There are three different elements that are found in Papua New Guinea drama. The three Papua New Guinea elements of drama are Literary, Technical and Performance.

Each of this drama is discussed below respectively.

1. Literary elements refer to the elements that are directly involved with the story line of a drama. There are several literary elements.
 - a. Plot- A plot consists of six stages. The initial stage refers to the event that gets the story going. Secondly, preliminary event refers to the action that takes place before



the action of the play that is directly related to the play. Thirdly, the rising action refers to the series of events that follows the initial incident. Next, the climax refers to the most interesting part of the play, then, the falling action which refers to the series of events following the climax and finally, the end which refers to how all events unfold.

- b. Theme is another element that refers to the underlying message of the play or a lesson. An example of a theme is, about how to behave in the society.
 - c. A genre is another element that refers to the type of play whether it is comedy, tragedy, mystery or historical.
 - d. Finally, a dialogue/monologue of a play is the part that allows you to show your creativity.
2. Technical elements refer to the scenery which is the setting of the play such as curtains, stage, platforms, lightings and sound used in the dramatic production to communicate surroundings.
- a. Costumes: different clothes or masks and accessories worn by the actors. In PNG drama, actors wear traditional costumes such as tapa wear, masks and they are often barefooted.
 - b. Props refer: any moveable object used in a play. It may be a table or cut banana suckers or branches of a mango tree or shrub depending on the need basis of the drama.
 - c. Lights: the placement or colours of light which helps to communicate the environment, mood or feeling of a particular scene in a drama.
 - d. Music is an important technical element and for PNG drama, it is often interesting to hear traditional chant or contemporary music as part of plays.
 - e. Finally, make-up, while performing dramas, Papua New Guinean actors use lime mixed with water, fire charcoal, red soil mixed with water or saps from trees to paint their faces or other parts of their bodies.
3. Performance elements include everything to do with the performance of the play.
- a. First and foremost is the acting which refers to the use of facial and body movements as well as the tone of voice to portray a character. For example, facial and body language of empathy refers to the capacity to relate feelings of sadness to another.
 - b. Speaking refers to how the actor uses his voice to convey moods in a character.
-



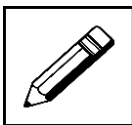
- c. Breath control is when an actor makes proper use of his lungs and diaphragm muscle to maximize capacity and efficiency of breath for speaking.
- d. Finally, non-verbal cues and actions refer to expressions of facial and body languages. Such as body alignment, facial expression, character blocking and movement.

Types of Dramas in PNG and their Purposes

There are three main types of dramas in Papua New Guinea. These are:

1. Tragedy
These are dramas that are tragic but in Papua New Guinea settings and drama always have happy endings. The purpose is to make people laugh. This is very common in PNG and can be easily designed by children in a school play. The famous ‘character “Kanage” is one that performs such plays.
2. Horror
This is an example of a play that depicts horror or frightening situations. An example of a horror play would be one presented by health Department on the awareness of HIV-AIDS and its consequences.
3. Comedy
The purpose of a comedy is to make people laugh. This is a common drama presentation in PNG. For example “The Consequences of Drinking and Driving, it may be presented in a humorous way but the message is clearly spelt out as “do not drink and drive.”

Before you complete all of the activities, you must read and understand all of the materials covered in this topic.



Learning Activity 1

In Unit 1, you learned about two important words: journey and quest. In the space below, explain what these two words mean and give one example of each.

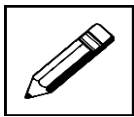


You have 10 minutes for this activity.



Check and compare your answers with the answers provided at the end of this unit.

You will now complete an activity on identifying elements in a Papua New Guinea drama.



Learning Activity 2

Read the local drama on journey and quest. Identify its literal, technical and performance elements and fill in the table at the end of the play.



You have 30 minutes for this activity.

“Going Finish”

A Moresby Theater Group Production, first presented at Waigani Arts Theater on 16th September, 1980, with the following cast:

- HENI - James Arua Igo
- BUD SEVEN - Dylan Owen
- YAPSI BOY - Mamati John
- WUNDA - Rosela Uwedo
- CAROL SEVEN - Sara Dakin
- HENRY PAPANGI - William Takaku
- GERALD SEVEN - Ian Boden
- INGRID SEVEN - Kerry Collins
- PEAR MASTERS - Pauline Helai
- POMPEI MARUM - Lenus Yaseku
- GEUA RAKA - Roslyne Bobom
- BERNIE MILES - Ray Watson
- FRANCIS WATERMAN - Ann Kent
- MARO SERENA - John Billie Tokome
- HAHO KIRIMAN, MP, - Kakah Kais

SETTINGS: The downstairs entertainment area of Seven’s house in an established residential area in a Port Moresby Suburb.

ACT 1: SCENE 1

LATE AFTERNOON LIGHT



BUD HAD GIVEN DRINKS TO THE THREE RASKOLS WHO ARE ALL SMOKING EXPENSIVE CIGARRETS FROM THE BAR AND EXAMINING THE ARTIFACTS. HENI SITS ON THE SOFA CENTRE, WUNDA AT HIS FEET. YAPSI BOY STANDS. HENI PLAYS HIS GUITAR SOFTLY WHILE THEY SING

HENI: "Hey Bud, how much your father buy for this one?" (INDICATING HIDEOUS CLOCK)

BUD: "How would I know?" (CROSSES TO HENI AND SITS ON THE SOFA). "He and mum brought it back from Hong Kong."

YAPSI BOY: "A friend of mine got one just like it after the fires at steamies and it wouldn't work properly."

WUNDA: "How much it cost him, Yapsi Boy?" (SHE BLOWS SMOKE RING?)

YAPSI BOY: "How would I know? He didn't pay for it; but it's got a beauty picture on it."

BUD: "My sister Carol will come down soon after washing her hair, so you gotta finish your drinks and go or she will report me to mum and dad."

YAPSI BOY: "OK!" "When am I going to meet your sister?" (HE DOES PARODY OF BALL ROOM DANCE: OTHERS LAUGH.)

BUD: "She'll be here any minute. But she's gotta, real hard face."

HENI: (NUDGING BUD): "if you give me your sister, I'll give you Wunda." (ALL LAUGH EXCEPT WUNDA)

WUNDA: "Aw, shame on you, Heni. You shut your mouth."

HENI: "You too! You shut up!"

WUNDA: "Those white girls wouldn't want poor drop outs like you."

CAROL ENTERS AT TOP OF THE STAIRS, HAND ON HIP. WHEN SHE COUGHS, THEY STUB OUT THEIR CIGARRETES AND GULP DRINKS QUICKLY.

CAROL: (DESCENDING): "More of your Rascal's friends? Well, get them out of here, we've got to get the place ready for the party."

BUD: "I guess you better go bro."

YAPSI BOY: "What time is the party? Can we come? I got new flares and my brothers' shoes and I can dress myself up very good."



- BUD: "No, Yapsi Boy you wouldn't like it." (HE STANDS UP.) "Just boring grown-ups and people like that."
- YAPSI BOY: "We'll be back tonight, anyway. I will bring my cousin brother's guitar. I can play anything. Elvis style, disco style, string band."
- CAROL: "Bud, please explain clearly to your friends that we cannot have them here tonight."
- BUD: "It seems bad manners to me. Anyway, they are my friends."
- HENI: "Anyway Tura. Yapsi is only tricking you."
- BUD: "I hate doing housework. Why can't we employ domestic servants like other Europeans?"
- CAROL: "O Bud, stop complaining. Do you think we will have servants when we go south for good?"

Carol crosses to the bar and wipes the bar counter with a cloth.

END OF SCENE 1

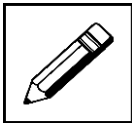
Now fill in the table below.

Literary elements	Technical elements	Performance elements

Check and compare your answers with the answers provided at the end of this unit.



Now, you will complete the following grammar activity.



Learning Activity 3

The following are words that are synonyms to certain words used in the play, "Going Finish". Identify these words from the play and write your answers on the spaces provided.



You have 10 minutes for this activity.

Note: Synonyms are two different words that have similar meanings.

1. costly _____
2. watch _____
3. criminals _____
4. down _____
5. elder _____
6. white man _____

Check and compare your answers with the answers provided at the end of this unit.

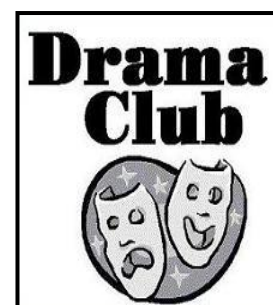
Now, let us move to the next topic on purposes of drama.

11.2.1.2 Purposes of Drama

Why do we have drama?

There are many reasons one can come up with. However, these are some reasons why drama exists. Drama is a special type of activity which provides a chance to explore and understand the world.

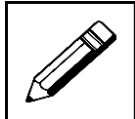
1. Through drama, you experience the diversity of cultures, situations, stories and people which you may have never encountered before. It simply exposes your imagination and then acting it out as though your imaginations are real.
2. Dramas bring out the hidden talent in people and recreate an environment where it builds up their character and eventually exposes negativity into a positive outlook of life.
3. Dramas also create opportunity for revenue. Actors who take part in drama may be able to make a living out of acting in drama.





Check and compare your answers with the answers provided at the end of this unit.

Now you will do the following grammar activity.



Learning Activity 5

From the play titled; “Going Finish”, identify 5 antonyms for the words given below.



You have 10 minutes for this activity.

Note: Antonyms are words with opposite in meanings.

1. up _____
2. dislike _____
3. bad _____
4. international _____
5. to finish _____

Check and compare your answers with the answers provided at the end of this unit.

Now, you will learn how to analyse a drama.

11.2.1.3 Drama Analysis

In Unit 1, you learnt that an analysis is done because we want to fully understand what a drama is. This is when we study certain elements of a drama to fully understand what the drama is about.

Let us take a look at three important words that are involved in Papua New Guinea drama.

Morals, Values and Ethics found in Papua New Guinea Drama

Firstly let us look at the definitions of the three terms.

1. Moral refers to a lesson taught by a story or event or play.
2. Values refer to how vital or useful and important something is.
3. Ethics refers to rules about our ideas of right and wrong.



Moral, values and ethics are fundamental aspects of any dramas in Papua New Guinea or abroad. All dramas that are written and acted out, must have a meaning or lesson that is portrayed within it. For example, in most societies in Papua New Guinea, when a play is acted out, some restrictions (taboos) are not acted out openly like swearing, performance of sex where as in the Western World; it is acted out and still is accepted in their society. Most successful playwrights follow the theories of playwriting and drama that were established over two thousand years ago by a man named Aristotle. In his works the Poetics of Aristotle outlined the six elements of drama in his critical analysis of the classical Greek tragedy Oedipus Rex written by the Greek playwright, Sophocles, in the fifth century B.C. The six elements as they are outlined involve: Thought/Theme/Ideas; Action or Plot; Characters; Language; Music; and Spectacle.

Elements of Drama

1. **Thought/Theme/Ideas**

What the play means as opposed to what happens (the plot). Sometimes the theme is clearly stated in the title. It may be stated through dialogue by a character acting as the playwright's voice. Or it may be the theme, which is less obvious and emerges only after some study or thought about the issues and feelings that grow out of the dramatic action.

2. **Action/Plot**

The events and action in the play. The story, as opposed to the theme; what happens, rather than what it means. The plot must have some sort of unity and clarity by setting up a pattern by which each action, initiating the next rather than standing alone without connection to what came before it or what follows. In the plot of a play, characters are involved in conflict that has a pattern of movement. The action and movement in the play begins from the initial entanglement, through rising action, climax, and falling action to resolution.

3. **Characters**

These are the people presented in the play that are involved in the perusing plot. Each character should have their distinct personality, age, appearance, beliefs, socio economic background, and language.

4. **Language**

The word choices made by the playwright and the enunciation of the actors of the language. Language and dialogue delivered by the characters moves the plot and action along, provides exposition, and defines the distinct characters. Each playwright can create their own specific style in relationship to language choices they use in establishing character and dialogue.

5. **Music**

Music can encompass the rhythm of dialogue and speeches in a play or can also mean the aspects of the melody and music compositions as with musical theatre. Each theatrical presentation delivers music, rhythm and melody in its own distinctive manner. Music is not a part of every play. But, music can be included to mean all



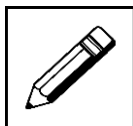
sounds in a production. Music can expand to all sound effects, the actor's voices, songs, and instrumental music played as underscore in a play. Music creates patterns and establishes tempo in theatre. In the aspects of a musical the songs are used to push the plot forward and move the story to a higher level of intensity. Composers and lyricist work together with playwrights to strengthen the themes and ideas of the play. Character's wants, needs and desires can be strengthened for the audience through lyrics and music.

6. Spectacle

The spectacle in the theater can involve all of the aspects of scenery, costumes, and special effects in a production. The visual elements of the play created for theatrical event. The qualities determined by the playwright that create the world and atmosphere of the play for the audience's eye.

Besides the elements outlined above, the playwright has other major consideration to take into account when writing.

Now, you will analyse the play below.



Learning Activity 6

The following is a Papua New Guinean version of a play for young children titled; "Three little Pigs." Refer to the information on literary elements, performance elements and technical elements of PNG drama learnt in topic 11.2.1.1. and complete the activity below.



You have
10 minutes
for this
activity.

Three Little Pigs

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."
- 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 afraid of. And look at that silly pig there. He doesn't even know what a house is. My house is made of grass. And the grass smells sweet."



CLEVER PIG: “Hey brothers come out. We have to go to the market and get some food. Silly, you get the aibika. Lazy, you get the kaukau. And I will get the coconuts.”

SILLY AND LAZY PIG: (POKE THEIR HEADS OUT OF THE HOUSE) “That sister of ours! She thinks she is the boss.”

CLEVER: “Well! If you don’t listen to me you will not live long.”

THEY GO OFF THE STAGE. CLEVER WALKS QUICKLY, LAZY AMBLES ALONG AND STOPPING TO REST. SILLY DASHES OUT FROM SIDE TO SIDE. AS THEY GO, THE WOLF WATCHES FROM THE SIDE OF THE STEPS.

WOLF: “Well, well, roast pork with kaukau and aibika in coconut. Yum, yum. I don’t even need to go to the market. I will just wait here for my dinner to come back.”

HE CROUCHES DOWN AND HIDES BEHIND A BUSH NEAR WHERE THE PIGS HAVE LEFT THE STAGE.

After carefully reading the Papua New Guinea version of the “Three Little Pigs”, in the space provided below write your answer on the Literary, Technical and Performance elements of the play.

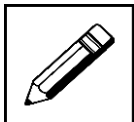
Literary Elements	
Technical Elements	



Performance Elements	
-----------------------------	--

Check and compare your answers with the answers provided at the end of this unit.

Now, you will complete the grammar activity below.



Learning Activity 7

Study the following meanings and identify their homonyms.



You have 10 minutes for this activity.

Homonyms

Homonyms (also called homophones) are words that sound like one another but have different meanings. Some homonyms are spelled the same, like bark (the sound a dog makes) and bark (the outer layer of a tree trunk). Some homonyms are spelled differently, like one (the number) and won (having been victorious).

Words	Meaning 1	Meaning 2
1.	Bad mannered.	Definitions of a word or situation.
2.	A small piece of butter	The round handle of a door.
3.	To die	To rot
4.	A heavy stick	A place that offers food or entertainment.
5.	A silly laugh	Something amusing, a joke

Check and compare your answers with the answers provided at the end of this unit.

Now, we will look at the Elements of a Theater.



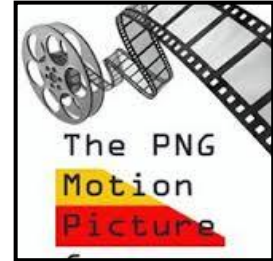
11.2.1.4 Elements of Theater

Elements of Theater

These are the elements of a theater.

1. **Script/Text, Scenario, Plan**

This is the starting point of the theatrical performance. The element most often considered as the domain of the playwright in theatre. The playwright's script is the text by which theatre is created. It can be simplistic, as in the 16th century, with the scenarios used by the acting troupes of the Commedia dell' arte, or it can be elaborate, such as the works of William Shakespeare. The script, scenario, or plan is what the director uses as a blue print to build a production from.



2. **The Process**

This is the coordination of the creative efforts usually headed up in theatre by the director. It is the pure process by which the playwright's work is brought to realization by the director, actors, designers, technicians, dancers, musicians, and any other collaborators that come together on the script, scenario, or plan. This is the works in production stage.

3. **The Product**

The product is the completed scenario, script and the plan. This is what the audience will witness as they sit in the theatre and view the work.

4. **The Audience**

Theater requires an audience. For all of the arts the public is essential. The physical presence of an audience can change a performance, inspire actors, and create expectations. Theatre is a living breathing art form. The presence of live actors on the stage in front of live audiences sets it apart from modern day films and television.

Now let us look at a comparison between Theater and Drama.

Comparison of Theater and Drama

The word drama and theater can be used in confusing ways. Sometimes it is true they are quite different things and sometimes, it is true they are the same. The clearest way to remember is that "drama" describes the special experience which occurs when we pretend to be someone else or pretend we are in an imaginative place or situation and then act as if it was real. On the other hand, theatre or theater is a collaborative form of fine art that uses live performers to present the experience of a real or imagined event before a live audience in a specific place.



A play in progress.



The performers may communicate this experience to the audience through combinations of gesture, speech, song, music, and dance. Elements of art and stagecraft are used to enhance the physicality, presence and immediacy of the experience. The specific place of the performance is also named by the word "theater" as derived from the Ancient Greek θέατρον (théatron, "a place for viewing"), itself from θεάομαι (theáomai, "to see", "to watch", "to observe").

Modern Western theatre, owes a large measure from ancient Greek drama, from which it borrows technical terminology, classification into genres, and many of its themes, stock characters, and plot elements. Theatre artist, Patrice Pavis, defines theatricality, theatrical language, stage writing, and the specificity of theatre as synonymous expressions that differentiate theater from the other performing arts, literature, and the arts in general.

Theater today, broadly defined, includes performances of plays and musicals, ballets, operas and various other forms.

Now let us look at some tips for good performance.

Tips for a Good Performance

All drama activities are made up of key elements, which are used like building blocks to shape and develop the drama. This is true with major plays performed in dramas. By learning to use these elements effectively, we can greatly improve the quality of our own dramatic work and also develop our understanding and appreciation of all forms of drama performance.

In the case of choosing a venue for performance, here are some hints. Some performance groups perform in non-theatrical spaces. Such performances can take place outside or inside, in a non-traditional performance space, and include street theatre, and site-specific theatre. Non-traditional venues can be used to create more immersive or meaningful environments for audiences. They can sometimes be modified more heavily than traditional theatre venues, or can accommodate different kinds of equipment, lighting and sets.

A touring company is an independent theatre or dance company that travels, often internationally, being presented at a different theatre in each city.

Given below are the steps for a good performance:

- STEP 1: Content: Study the script.
- STEP 2: Identify the plot, climax, character, setting, and theme.
- STEP 3: Production development. Identify the costuming, lighting, front of house.
- STEP 4: Do a performance or rehearsal.
- STEP 5: Finally, perform in front of the audience



Here are hints on how to prepare a stage performance.

Plans for Stage Performance

There are many effective approaches for building a play and you should experiment with the many different ideas as much as possible. It involves a number of stages.

- STEP 1: Begin with a situation or idea.
- STEP 2: Draw a large circle in the middle of a paper and leave the circle blank. Around the circle, brainstorm words and phrases describing the ideas of a drama. Think of a title and jot it down in the center of the circle.
- STEP 3: Share your ideas with others in the group.
- STEP 4: Return to the scenario and write all the good things you have heard of, or thought of.
- STEP 5: Go back to your scenario and fill in more ideas.
- STEP 6: Form groups with three or four other people whose scenario have things in common like yours.
- STEP 7: Now, improvise the scene you plan in step 6.
- STEP 8: Polish up the scene.
- STEP 9: Add many theatrical elements as much as possible.
- STEP 10: Write a script for this scene.
- STEP 11: Share your script and plot outline with your group.
- STEP 12: Act out the first scene and last scene with your group.
- STEP 13: Now outline the whole play.
- STEP 14: Combine any individual scene and structure them to fit the play.
- STEP 15: Polish up your play.
- STEP 16: Perform the play to an audience.
- STEP 17: Reflect on the whole play with your audience.



Enact a Drama

Using the steps given above, you are now ready to act out a drama or play. A drama is enacted after all the steps above have been done.

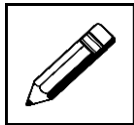
Now, take a look at the different theaters in Papua New Guinea.

Types of theaters in Papua New Guinea

The origins and sources of theater refer to where the play is actually from.

- The sacred theater refers to plays that have restrictions by the society where it originates from.
- The secular theater refers to a play that is performed by groups that travel from place to place.
- The contemporary theater refers to a play having a mixture of modern and traditional appearance.

Now, you will complete the activity on the next page.



Learning Activity 8

Given below is Scene 2 from a play, “Three Little Pigs”. Your task is to act it out as a play for a stage performance. Follow the guidelines on how to put on good performance by completing A, B and C. Ask your parents or your FODE teacher to evaluate it.



You have
1 day
for this
activity.

“Three little Pigs”

SCENE 2: THE WOLF IS SLEEPING SOUNDLY. HE IS WOKEN SUDDENLY BY SINGING AND CHATTERING. SILLY THE PIG ENTERS.

SILLY: “La, La, Hee, Hee, Ha, Ha, aibika for dinner. Wish we had a bit of meat to go with it.”

WOLF: “Hello there, Silly pig. Is that my aibika?”

SILLY: “Silly Wolves, wolves do not eat aibika. Its only good for us pigs.”

WOLF: “What do we eat then, Silly pig. Maybe we eat pigs for food. I mean pig food.”

SILLY: “Oh! I don’t know and I don’t care. Here comes Lazy. We’d better start to get the food ready.”



WOLF: "Oh! This is very easy. I hope they won't take long. My mouth is watering just seeing those pigs." (HE SITS)

LAZY: "What is Wolf doing here? Silly? Has he come to join us for dinner?"

SILLY: "Who knows? Who cares! Oh look! Here comes Clever with the coconut."

CLEVER: "What are you two doing? That's a wolf over there. Don't you know that wolf eat pigs?" (SHE THROWS HER COCONUT AT THE WOLF ONE AFTER THE OTHER. THE WOLF RUNS OFF. THEY SETTLE DOWN AND PREPARE THE FOOD AND PUT IT IN A BIG, BIG POT.)

WOLF: (OFF FROM STAGE) "I'll be back!"

END OF SCENE 2

Now complete the activities below.

How to perform the above play:

STEP 1: Content: Study the script.

STEP 2: Identify the plot, climax, character, setting, and theme.

STEP 3: Development of product. Identify the costumes, lighting, stage, sound.

STEP 4: Do a rehearsal.

STEP 5: Finally, perform the play in front of an audience

Now complete the activities in the spaces provided below.

A. Step 1: Read and study the script. It should take you five minutes.

B. Step 2: Outline the play by filling in the table.

Plot:	
Character:	
Setting	
Theme	



Climax	
---------------	--

C. Step 3. **Development of Production. Fill in the table below.**

Costumes	
Lights	
Stage	
Sounds	

D. Step 4: Now you can rehearse your play.

E. Step 5: After your rehearsal is considered perfect, you can now perform your play before an audience.

Use the evaluation form below to evaluate your play.

Play Evaluation Form

Title of the play:		POINTS
Date of performance:		
Title Highest point that can be awarded : 5		



Introduction Highest point that can be awarded : 10		
Literary elements present Highest point that can be awarded : 10		
Performance elements present Highest point that can be awarded : 10		
Technical elements present: Highest point that can be awarded : 10		
Conclusion Highest point that can be awarded : 10		
Overall Rating		

Result Interpretation

50 -55 points	Excellent
45 – 49 points	Very Good
40 – 44 points	Good
35-39 points	Fair
< 34 points	Needs a lot of improvement

Check and compare your answers with the answers provided at the end of this unit.

Now complete the following grammar activity.



Parts of Speech

Here are the eight parts of speech: noun, verbs, adjectives, pronoun, adverbs, conjunction, preposition and interjection. You will look at the first four below.

1. A **noun** is a word that names a person, animal, place, thing, idea, or concept. There are more nouns in the English Language than any other kind of words. All nouns can be further classified as **common or proper nouns**.

A **common noun** names any regular, ordinary person, animal, place, thing, or idea – nothing specific. For example: woman, village, cat, shirt and so on.

A **proper noun** names a very specific, very particular person, animal, place, thing, or idea. A proper noun always begins with capital letter (is capitalized).

Examples: Common Noun: My younger sister broke my **mug** yesterday.
Proper Noun: I can't believe you broke my **Bronco** mug!

Common Noun: I really want to live in a **big city** someday.
Proper Noun: My dream is to live in **New York** one day.

2. Verbs are doing words. It can be in the present tense, future and past tense form.

Examples: Mom **walks** to the market every day. (Present tense)

Next month his father **will travel** to Madang. (Future tense)

Our grandparents **arrived** from Lae last night. (Past tense)

3. Adjective are descriptive words that add more meaning to the nouns.

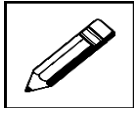
Examples: My friend's uncle lives in that **blue** house.

Their aunt is a **gentle** and **kindhearted** person.

4. Adverbs are words that add more meaning to the verbs.

Examples: Elisabeth always walks **gracefully**.

That movie director **angrily** answered the journalists' questions.

**Learning Activity 9**

Read the short paragraph below. Identify the nouns, verbs, pronouns, adjectives and adverbs in this paragraph. Write your answers in the table provided below.



You have 10 minutes for this activity.

It was a lovely morning. John had just woken up. He looked outside his window. He could see a group of people gathering at his neighbour's house. Someone was weeping uncontrollably while the others were discussing some issues angrily. John decided to go check for himself. He soon learnt that Mary, the first daughter of the couple next door, was shot by the police. He started to cry. He became angry and began to ask what had happened. No one was listening to him. He decided to take revenge as soon as he found out what had happened to Mary.

Nouns	Verbs	Adjectives	Adverbs

Check and compare your answers with the answers provided at the end of this unit.

Now let us move on to the next topic.

11.2.1.5 Technical Aspects of Theatrical Production

Technical Aspects of Theatre

Theatre pre-supposes collaborative modes of production and a collective form of reception. The structure of dramatic texts, unlike other forms of literature, is directly influenced by this collaborative production and collective reception. The production of plays usually involves contributions from a playwright, director, a cast of actors, and a technical production team that includes a scenic or set designer, lighting designer, costume designer, sound designer, stage manager, and production manager. Depending on the production, this team may also include a composer, dramaturge, video designer or fight director.



A theater stage



Stagecraft

Stagecraft is a generic term referring to the technical aspects of theatrical, film, and video production. It includes, but is not limited to, constructing and rigging scenery, hanging and focusing of lighting, design and procurement of costumes, makeup, and procurement of props, stage management, and recording and mixing of sound.

Stagecraft is distinct from the wider umbrella term of scenography. Considered a technical rather than an artistic field, it relates primarily to the practical implementation of a designer's artistic vision. In its most basic form, stagecraft is managed by a single person (often the stage manager of a smaller production) who arranges all scenery, costumes, lighting, and sound, and organizes the cast. At a more professional level, for example modern Broadway houses, stagecraft is managed by hundreds of skilled carpenters, painters, electricians, stagehands, stitches, wigmakers, and the like. This modern form of stagecraft is highly technical and specialized: it comprises many sub-disciplines and a vast trove of history and tradition. The majority of stagecraft lies between these two extremes. Regional theatres and larger community theatres will generally have a technical director and a complement of designers, each of whom has a direct hand in their respective designs.

Let us now look to the person who is responsible for the starting point of the theatrical event.

The Roles and Aspects of Theatrical Production in Conveying the Playwright's Intentions:

What is a playwright? According to the American Heritage Dictionary, "A playwright is the one who writes plays."

The initial creator of the script, scenario, or plan, is the Playwright. A Playwright works in that branch of literature dealing with the writing and producing of plays for the theatre. The Playwright writes the literary composition that is written specifically for the stage in play format.

Here is a well-known poem by the famous playwright and poet, William Shakespeare describing poetically a playwright's view, thoughts, perceptions and intentions before writing a play/drama for theatrical performances. The poem is titled, *Midsummer Night's Dream* which was performed as a drama and went on to become a famous movie.

A Midsummer Night's Dream

The poet's eye, in a fine frenzy rolling,
Doth glance from heaven to earth, from earth
To heaven;
And, as imagination bodies forth
The forms of things unknown, the poet's pen
Turns them to shapes, and gives to airy
nothing
A local habitation and a name.
-THESEUS





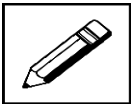
Plays are written at any given time and depend on many factors: the intended audience and purpose, the playwright's current views about the human condition, and how the playwright perceives the truth around him. A playwright must understand and know the established artistic and theatrical conventions of the theatre. A playwright must appreciate the working procedures, materials, and technical aspects of a production. Because the script is the starting point of the theatrical production, the process through which it comes into being is of primary importance. There are many ways to write a play. Sometimes a playwright starts with an idea. Another playwright may begin with a single character in mind. Some playwrights base their work on spectacle. Plays can be tightly structured or episodic. Regardless of the original inspiration, the work of the playwright is not just to set forth an idea, to create characters, or tell a story. A playwright recreates and restates the human experiences and the universal mirror of mankind. The script is the heart of the theatrical event. It must be respected.

Now, you will learn about the functions of technical aspects.

Functions of the Technical Aspects of Theatrical Production

1. Scenery is the theatrical equipment, such as curtains, flats, backdrops, or platforms, used in a dramatic production to communicate surroundings.
2. Costumes are clothing, masks and accessories worn by actors to portray character and period.
3. Props is short for properties; any article, except costume or scenery, used as part of a dramatic production; any moveable object that appears on stage during a performance, from a telephone to a train.
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. Performance is when we communicate a character, context, or environment.
7. Makeup refers to costumes, wigs, and body paint used to transform an actor into a character.
8. Designs refer to any plan or pattern on how a theater play should be arranged.
9. Stage management refers to the organization of how a drama should take place on the stage.

Now, let us move on to the next Learning Activity.

**Learning Activity 10**

Read the short play titled: "A Way". Complete the play script and list its necessary technical aspects in the table.



You have 30 minutes for this activity.

A storm strikes the caravan park, where Jim, Gwen and their daughter Meg are staying, destroying their caravan. Magically the fairies have appeared to create the storm.

JIM: Put the clothes in the car.

GWEN: Take the stove.

JIM: I am going to try digging a ditch.

GWEN: You'll get struck by the lightning.

JIM: Stay in the car.

GWEN: Where is my purse?

JIM: Stay in the open.

GWEN: The boat will be washed away.



Scenery	
Costumes	
Props	
Lights	
Sound	
Performance	
Make up	



Stage Management	
------------------	--

Check and compare your answers with the answers provided at the end of this unit.

Now let us move on to the next Grammar activity.

In Learning Activity 9, you learned about the first four parts of speech: nouns, verbs, adjectives and adverbs. The next four parts of speech are conjunctions, pronouns, prepositions and articles.

1. Conjunctions

The conjunction is the part of speech used as a “joiner” for words, phrases, or clauses in a particular sentence. It links these words or groups of words together, in such a way that certain relationships among these different parts of the sentence will be established. Conjunctions are used to avoid making the text seem like bullet points and to make the text flow.

Find below an example how conjunctions are used to connect sentences.

- Annie saw an abandoned dog on the road. She decided to adopt the dog. Annie brought the dog home. (three individual sentences)
- Annie saw an abandoned dog on the road and decided to adopt it, so she brought the dog home.

As you can see the words ‘**and**’ and ‘**so**’ are conjunctions which are used to join the three sentences and show the relation between them.

There are three basic conjunction types: the **coordinating conjunctions**, the **subordinating conjunctions**, and the **correlative conjunctions**.

A. Coordinating Conjunction

Among the three types of conjunctions, coordinating conjunction is probably the most common one. These conjunctions are used to link or join two words or phrases that are equally important and complete in terms of grammar when compared with each other. That is to say, the sentences or words do not depend on anything to give themselves meaning.

There are seven main coordinating conjunctions namely:

F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so



As you can see, these conjunctions are arranged in this way to provide the acronym of **FANBOYS** so that it is easier to remember them. Coordinating conjunctions are always placed between the two clauses or words that they are joining.

The following are some examples of the use of coordinating conjunctions:

Chris does not want tea. (sentence 1)

Chris does not want coffee. (sentence 2)

Chris does not want tea **or** coffee. (sentence 3)

Here we can see how **'or'** was used to combine sentence 1 and sentence 2 to make a cohesive sentence 3. Also, notice how the **'or'** is placed between the two words.

I scored 60% in the exams this year. (sentence 1)

Anita scored 7% more than me this year. (sentence 2)

I scored 60% in the exams **but** Anita scored 7% more than me this year. (sentence 3)

The above examples show how **'but'** were used in the middle to combine and show the relation between the two sentences that were both equally important and cohesive by themselves.

B. Subordinating Conjunctions

The subordinating conjunctions are used to join an independent and complete clause with a dependent clause that relies on the main clause for meaning and relevance. The dependent clause cannot exist on its own as a sentence and often does not make sense without the main clause.

The subordinating conjunction always comes before the dependent clause but the dependent clause itself can be placed either ahead of or following the independent clause.

Examples:

- **Since** they had misbehaved, the boys were suspended for a week from school.

Here, we see the **dependent clause** is 'they had misbehaved' which is not a valid sentence by itself.

The **independent main clause** is 'the boys were suspended for a week from school'.

They are joined by the subordinating conjunction **'since'**.

- Peter was fond of playing basketball **because** it was his father's favourite game.

In this sentence, **because** is the subordinating conjunction as it introduces the **dependent clause** 'it was his father's favourite game'

The **main clause** in this sentence is **'Peter was fond of playing basketball'** as it is the sentence which can be said independently and still be grammatically correct.

**List of Common Subordinating Conjunctions**

after	even if	now that	though
although	How	once	unless
as	If	provided	until
as far as	In case	since	when
as soon as	In that	so that	wherever
because	no matter how	supposing	while
before			

C. Correlative Conjunctions

Correlative conjunctions always appear in pairs -- you use them to link equivalent sentence elements.

The most common correlative conjunctions are:

both ... and	not only.... but also	either or	neither ... nor
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Remember, correlative conjunctions are always used in pairs. They join similar elements. When joining singular and plural subjects, the subject closest to the verb determines whether the verb is singular or plural.

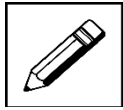
The **highlighted** words in the following sentences are correlative conjunctions:

Both my grandfather **and** my father worked in the field of education.

My sister is **not** **only** intelligent **but** **also** beautiful.

Paul likes **neither** fruits **nor** vegetables.

From the University you can **either** go by bus **or** by taxi to the National Library

**Learning Activity 11**

You have
20 minutes
for this
activity.

A. Fill in the blanks with one of these conjunctions:

although as long as because until even if so that unless while

1. Last year my uncle decided to move to Madang _____ there are more opportunities for employment in that city.
2. You can borrow my bicycle _____ you agree to be very careful with it.
3. The people in my village will have a good corn harvest this year _____ it rains which will damage the crops.
4. The teacher got angry because the students were talking _____ he was trying to teach the class.
5. Their father works two jobs _____ he can pay all of his children's school fees .
6. Ronald is going to finish his homework _____ it takes him all night.
7. My younger sister can't wait _____ she gets her new bike.
8. Stay in the car _____ I go into the store. I'll be right back.
9. You shouldn't accept a ride in a car from someone _____ you know the person really well.
10. _____ he's overweight, Tony eats a lot of food before he goes to bed. That's not healthy.

Check and compare your answers with the answers provided at the end of this unit.

Now let us move on to the next topic.

2. Prepositions

Prepositions are words (such as *in* and *out*, *above* and *below*, *to* and *from*) that show the relationship between other words and phrases in a sentence. There are about 150 prepositions in English. Prepositions are important words. We use individual prepositions more frequently than other individual words. In fact, the prepositions **of**, **to** and **in** are among the ten most frequent words in English. Here is a **short list of 70 of the more common one-word prepositions**.



aboard	before	during	off	through
about	behind	except	on	to
above	below	excepting	onto	toward
across	beneath	excluding	opposite	towards
after	beside	following	outside	under
against	besides	for	over	underneath
along	between	from	past	unlike
amid	beyond	in	per	until
among	but	inside	plus	up
anti	by	into	regarding	upon
around	concerning	like	round	versus
as	considering	minus	save	via
at	despite	near	since	with
aboard	down	of	than	within

B. Fill in the blank with one of these prepositions: since, for, in, at, from, until, after, by, of.

1. My best friend lives _____ Boroko Drive.
2. What are the main ingredients _____ this mumu?
3. I will wait _____ 06.30, but then I'm going home.
4. Their parents have been married _____ forty-nine years.
5. John was visiting his uncle _____ the hospital.
6. My best friend, John, is named _____ his great-grandfather.
7. Mr. Johnson usually travels to New York _____ train.
8. Grandpa stayed up _____ two in the morning.
9. The professor _____ South Africa amazed the PNG students with her stories.
10. It's been raining _____ last night.

Check and compare your answers with the answers provided at the end of this unit.



Now let us move on to the next topic.

3. Pronouns

Pronouns are words that we use in place of Nouns (or other Pronouns) in a sentence to make it less repetitive and less awkward. Some of the most common Pronouns are - he, she, you, they, it, etc. These Pronouns are divided into different categories based on their use.

Personal Pronouns

These pronouns are used for a specific object or person and they change their forms to indicate the different genders, numbers, case and persons speaking.

Priscilla told **him** to take the food to **them** as soon as possible as **it** was urgently needed.

Note that in the sentence above:

- **'him'** is a Pronoun of gender
- **'them'** is a Pronoun of number showing that there is more than one person
- **'it'** is also a Pronoun of gender showing the object (food).

So we can see that the Personal Pronouns can be based on -

a. Gender:

Example: **He** went to the market.

He is used for the male gender. Other examples are - His, Him, He.

Example: **She** is doing the laundry.

She is used for the female gender. Other examples are - Her, Hers

Example: **It** is important to **them**.

It is gender neutral as it shows an object, **them** is also gender neutral as **them** can consist of both genders. Other gender neutral pronouns are - Their, They, Its.

b. Number:

Singular Pronouns - Where the pronoun is only referring to one specific noun.

Example: That book belongs to **me**.

Me refers to one singular person only.

Plural Pronouns - Where the pronoun is used to refer to a number of nouns.

Example: That is **their** book, not yours.



Their shows a number of people, hence it's a plural personal pronoun. The 'yours' in this sentence is another example of singular personal pronoun.

4. Articles

Basically, an article is an adjective. Like adjectives, **articles modify nouns**. English has two articles: **the** and **a/an**.

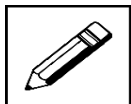
"The" is used to refer to specific or particular nouns. **"The"** is referred to as the **definite article**.

"A/an" is used to modify non-specific or non-particular nouns. We call **a** and **a/an** the **indefinite article**.

For example, if a teacher says to her class, "Let's read the book," she means she wants the class to read a *specific* book. The sentence "Let's read a book," on the other hand, means *any* book rather than a specific book.

"A/an" is used to refer to a *non-specific* or *non-particular* member of the group. For example, "I would like to go see a movie." Here, we're not talking about a *specific* movie. We're talking about *any* movie. There are many movies, and I want to see *any* movie. I don't have a specific one in mind.

In the sentence "My younger sister really wants a dog for Christmas." This refers to *any* dog. She does not have any specific breed of dog in mind.



Learning Activity 12

Fill in the blanks below with the correct Pronoun or Article.



You have
30 minutes
for this
activity.

1. Who sits next to _____ new student in your English class?
2. There is _____ apple and _____ mango in that basket.
3. Joanne and _____ friends will buy _____ food and drink for dinner tonight.
4. Tomorrow _____ Grade 5 students will visit _____ National Museum.
5. Last week grandpa bought _____ new school bag for my older sister.

Check and compare your answers with the answers provided at the end of this unit.

Now let us move on to the next topic.



11.2.2 FILMS

11.2.2.1 The History of Films

What is a film?

A film, a movie or motion picture, is a series of still images which, when shown on a screen, creates the illusions of moving images. Films have scenes. The scene is a feature-length screen play made of about 50-70 scenes. These scenes are the bricks in the wall, the beads in the necklace, the vertebrae in the spine, or whatever metaphor you want to insert here. Each scene has a setting (where it happens), a time, and something that is shown or happens. Each scene in your screenplay should have a purpose. It should either move your character closer or farther from his goal or should deepen the audience's understanding of the character or the situation.



A scene from "A Trip to the Moon".

A particular writer, Christopher Keane, stated in his book "How to Write a Selling Screenplay," that think of every scene as a tiny screenplay with its own beginning, middle, and end (it's often best to have an open ending, though, that leaves the audience wondering what will happen next). Christopher Keane refers to some advice on writing scenes from screenwriter William Goldman: decide what the central point of your scene is, then back up just a little and start your scene there.

History of film

The history of film began in the 1890s, with the invention of the first motion-picture cameras and the establishment of the first film production companies and cinemas. The films of the 1890s were under a minute long and until 1927 when motion pictures were produced without sound. The first eleven years of motion pictures show the cinema moving from a novelty to an established large-scale entertainment industry. The films became several minutes long consisting of several shots.



The first rotating camera for taking panning shots was built in 1897. The first film studios were built in 1897. Special effects were introduced and film continuity, involving action moving from one sequence into another, began to be used. In 1900, continuity of action across successive shots was achieved and the close-up shot was introduced. Most films of this period were what came to be called "chase films". The first use of animation in movies was in 1899. The first feature length multi-reel film was a 1906 Australian production. The first successful permanent theatre showing only films was "The Nickelodeon" in Pittsburgh in 1905. By about 1910, actors began to receive screen credit for their roles, and the way to the creation of film stars was opened. Regular newsreels were exhibited from 1910 and soon became a popular way for finding out the news. Overall, from about 1910, American films had the largest share of the market in all European countries except France.



New film techniques that were introduced in this period include the use of artificial lighting, fire effects and low-key lighting (lighting in which most of the frame is dark) for enhanced atmosphere during sinister scenes. As films grew longer, specialist writers were employed to simplify more complex stories derived from novels or plays into a form that could be contained on one reel. Genres began to be used as categories. The main division was into comedy and drama, but these categories were further subdivided. The years of the First World War were a complex transitional period for the film industry. The exhibition of films changed from short one-reel programmes to feature films. Exhibition venues became larger and began charging higher prices. By 1914, continuity cinema was the established mode of commercial cinema. One of the advanced continuity techniques involved an accurate and smooth transition from one shot to another.

Stages of Film Making

Film making goes through a number of stages.

1. A script is written about an issue. It may be based on a true story or imaginary.
2. A movie production team then plans out what the plot will be. They also take into consideration the technical elements and the performance elements as well.
3. The group is then divided into the three main areas according to the elements of a film - making. These are literary, technical and performance elements. Each section has a manager who takes control.
4. A rehearsal is done.
5. An evaluation is made and more rehearsals are done.
6. When everything is perfect, a final filming takes place.

Now let us compare literary text and film text.

What are the differences between literary text and film text?

A literary text is a piece of written material, such as a book or poem that has the purpose of telling a story or entertaining. A film text, on the other hand, is written in a script lay out in the form of a dialogue or a monologue performed by characters.

Text	Film
It may be an explanation in reported speech in chronological event.	It is in a conversation form in which the different characters involved having their parts to play.
The text is in story form where it uses the structure of English.	In a film script, the text does not require a proper structure of English. It includes names of the characters speaking.



The text of a story outlines the punctuations in English.

A text of a film has limited functions and still accepted.

Compare Film and Drama

A film composes of a series of thousands of slow motion pictures that are produced in a second whereas a drama is a form of literature that is acted out. In other words a drama tells a story through acting done by the characters.

Now, move on to the grammar activity below.

The Use of Capital Letters

Capitalisation means writing the first letter of a word in a capital letter. There are two main ways.

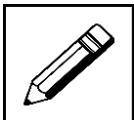
- We use capital letters with words in at the beginning of a sentence.

Example: *The* boys ran to the store.

- Capital letters is also used in the first letter of a proper noun because they are specific names of any particular person, animal, place, time, title, subject and beliefs.

Example:

Specific name - Jedidiah Wartovo, Kavanamur Wallum
Title: - Sir Michael Somare
Specific Group - Tolais
Specific Place - Keravat, Port Moresby
Specific Time - April



Learning Activity 13

Rewrite the sentences below, putting in capital letters where they are needed.



You have 10 minutes for this activity.

1. the actors were told to perform well.

2. the director of the movie was not pleased with the performance.

3. come here john said never do that again.

4. the rain disturbed the open air performance.

5. the scene was not directed well.



6. Lucy and Tukana were the main characters of the film.

7. The prime minister of Papua New Guinea is the Honourable Peter O'Neill.

Check and compare your answers with the answers provided at the end of this unit.

Now let us move on to the next topic.

11.2.2.2 Film Genres

Film genres refer to the type of film. The film genres are Comedy, Tragedy, Mystery and Historical films. Genre (/ˈʒɒnrə/ or /ˈdʒɒnrə/; from French, genre French pronunciation: [ʒɑ̃v(ə)], "kind" or "sort", from Latin: genus (stem genre-), Greek: genos, γένος) is any category of literature or other forms of art or entertainment, for example, music, whether written or spoken, aural or visual, based on some set of stylistic criteria. Genres are formed by conventions that change over time as new genres are invented and the use of old ones is discontinued.

Identifying Film Genres

The basic genres of film are mostly cartoons and documentaries. Most dramatic feature films, especially from Hollywood fall fairly comfortably into one of a long list of film genres such as war, horror, romantic, comedy, musical, crime films and many others.

There are three main types of film genres in Papua New Guinea. These are:

1. **Tragedy**
These are films that have sad endings. The film titled, 'Mr. Pip' is a classic example of a tragedy.
2. **Horror**
This is an example of a film that depicts horror or frightening situations. An example of such films would be the ones produced by the PNG Health Department for awareness about the deadly HIV- AIDS disease and its consequences.
3. **Comedy**
The purpose of a comedy is to make people laugh. This is a common film presentation in PNG. The film "Tukana Husait I Asua" is a classic example of social issues faced by young people in modern Papua New Guinea with traditional customary obligations.



Film Review: A film review is a summary of a film you have watched. The purpose of a film review is to show that you have understood what you have watched.



Now let us look at an example of a film review on a Papua New Guinean made movie titled “Tukana Husait I Asua?”

Title: Tukana Husait I Asua?”

Genre: Comedy, Humourous

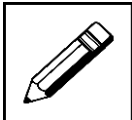
Film Review

Title	Tukana Husait I Asua?
Producer	Albert Toro
Characters	Josephine, Tukana, Lucy, Chief of village, Tukana’s Parents, An old man.
Literary elements used	Comedy, Humorous film, Plot: Tukana is a young man who graduated from the University of Papua New Guinea but spends his time drinking and not looking for a job in the village, that is until he applies for a job in the Panguna Mines and is accepted to work there. And so begins his love and friendship with Lucy. Lucy is a student at the college in the township of Arawa and has differing views about traditional and customary obligations concerning friendship and marriage. However, Josephine is the traditionally arranged wife for Tukana and Josephine was in the village on Buka Island and couldn’t do anything and was really sad, upon hearing the story of Tukana and his new found love in Arawa. However, Lucy insists on Tukana to engage the help of a traditional witch doctor to cast spells on Josephine to die, so that Lucy can be able to marry Tukana. Tukana goes home from one of his breaks from the Panguna mine and does just as Lucy had instructed. Upon accomplishing Lucy’s wish and returning to Panguna mine from his break he finds out that Lucy has eloped with another guy, and they have left for the capital, Port Moresby. He is devastated upon receiving the news of Lucy and her new guy, however realising he has already cast a spell on Josephine he immediately leaves work and returns back to the village and to recant and break the spell he had cast on Josephine but it was too late, he arrived to a dying Josephine and only sadness and misery all round in his life. The movie depicts social issues affecting young people in modern Papua New Guinea with traditional customary obligations.
Technical Elements used	Car, fire, airport
Performance elements used	All the actors used their face, body and voice to portray the character they played. Tukana dressed rugged and had a harsh voice, Josephine has a lovely personality and herb voice was usually calm while Lucy had a nasty smile and displayed rude facial expressions.



Length of movie	1 hour
When was it produced?	1980
Recommendations	It was a humorous movie and was loved by everyone who watched it. A must watch comedy

You will begin with a short revision on what you have learnt in 11.2.2.1.



Learning Activity 14

Study the following questions and write your answers on the spaces provided.



You have 10 minutes for this activity.

1. What is a film?

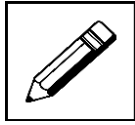
2. List some restrictions that film making company may come across when producing a film in Papua New Guinea?

3. What are some examples of Papua New Guinean film genres?

- a. _____
- b. _____
- c. _____

Check and compare your answers with the answers provided at the end of this unit.

Now let us move on to the next activity. With help from your parents, identify the movies and collect all necessary information to complete the following information.

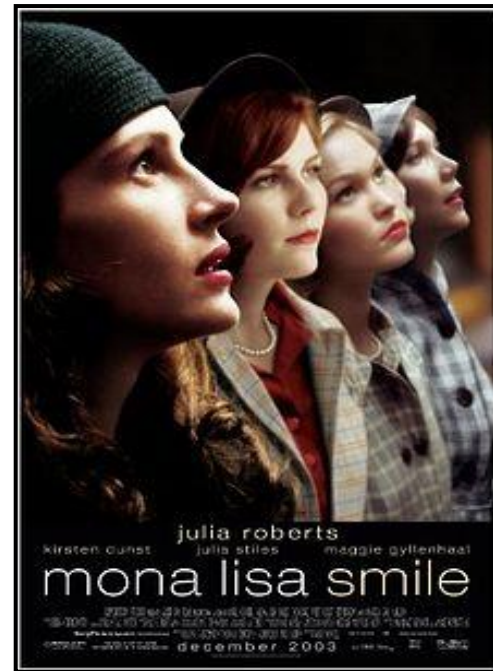
**Learning Activity 15**

Given below is a poster of a film. Identify the genre of the film. Then, write a film review. Some background information about the film is given below to guide you in this activity. Ask your family and friends to help you.



You have
10 minutes
for this
activity.

Title:	Mona Lisa Smile
Directed by	Mike Newell
Produced by	Fredward Johanson
Written by	Lawrence Konner Mark Rosenthal
Starring	Julia Roberts Kirsten Dunst Julia Stiles Maggie Gyllenhaal Ginnifer Goodwin Dominic West Juliet Stevenson Marcia Gay Harden John Slattery Marian Seldes
Music by	Rachel Portman
Cinematography	Anastas Michos
Edited by	Mick Audsley
Production company	Revolution Studios Red Om Films Productions
Distributed by	Columbia Pictures
Release dates	December 19, 2003
Running time	117 minutes
Country	United States
Language	English/Italian
Budget	\$65 million
Box office	\$141.3 million



Mona Lisa Smile is a 2003 drama film produced by Revolution Studios and Columbia Pictures in association with Red Om Films Productions, directed by Mike Newell, written by Lawrence Konner and Mark Rosenthal, and starring Julia Roberts, Kirsten Dunst, Julia Stiles and Maggie Gyllenhaal. The title is a reference to the *Mona Lisa*, the famous painting by Leonardo da Vinci, and the song of the same name, originally performed by Nat King Cole, was sung by



Seal for the movie. Julia Roberts received a record \$25 million for her performance in “Mona Lisa Smile” - the highest ever earned by an actress.

Plot

In 1953, Katherine Ann Watson (Julia Roberts), a 30-year-old graduate student in the department of Art History at UCLA, takes a position teaching "History of Art" at Wellesley College, a conservative women's private liberal arts college in Massachusetts, because she wants to make a difference and influence the next generation of women. At her first class, Katherine discovers that the girls have already memorized the entire syllabus from the textbook, so she instead uses the classes to introduce them to Modern Art and encourages spirited classroom discussions about topics such as what makes good art and what the Mona Lisa's smile means. This brings her into conflict with the conservative college president (Marian Seldes), who warns Katherine to stick to the syllabus if she wants to keep her job. Katherine comes to know many of the students in her class well and seeks to inspire them to achieve more for themselves as intelligent women than the expected convention of marriage to eligible young men. Joan Brandwyn (Julia Stiles) dreams of being a lawyer and has enrolled as pre-law, so Katherine encourages her to apply to Yale Law School, where she is accepted; Katherine finds her liberal sensibilities affronted when Joan's fiancé Tommy (Topher Grace) comments Joan "will always have that", intimating his own expectations of what his wife should be. Joan eventually elopes with Tommy, and professes to Katherine she is very happy—she had decided that what she wants most is to be a wife and mother after graduation and asks Katherine to respect her choice.

Betty Warren (Kirsten Dunst) is highly opinionated and outspokenly conservative like her mother, who is also the head of the Alumnae Association. Betty doesn't understand why Katherine is not married and insists that there is a universal standard for good art. She writes editorials for the college paper, one that exposes.

After reading the information on the movie “Mona Lisa Smile”, you must complete the exercise on Film Review below. Write your answers in the space provided.

Film Review

Title	
Genre	
Producer	
Characters	
Literary elements used	



Technical Elements used	
Performance elements used	
Length of movie	
When was it produced?	
Recommendations	

Check and compare your answers with the answers provided at the end of this unit.

Now, move on to the grammar activity.

Tenses

Tenses are set of forms of words that indicate time or completion of action referred. The three main tenses are past, present and future.

Past Tense:

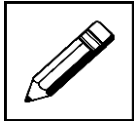
Refer to the action that happened. There are two types of verbs. These are irregular verbs and regular verbs. Some examples of irregular verbs are: ran, took, and gave. Some examples of regular verbs: walked, danced, waved and jumped.

Present Tense:

Refer to actions that are happening now. Example: run, walk

Future Tense:

Refer to actions that are still to happen and it is indicated by the word 'will'. Example; will run, will walk



Learning Activity 16

Complete the following activities.



You have 10 minutes for this activity.

A. Use the words given in the box to complete the sentences correctly.

swim leave raining applaud travel

1. Mary and John _____ ashore when the boat sank.
2. The audience _____ at the end of the play.
3. We _____ to Lae tomorrow.
4. It is _____ cats and dogs.
5. We _____ for Tari this afternoon.

B. Construct two sentences each using past tense, present tense and future tense.

Past Tense

1. _____
2. _____

Present Tense

1. _____
2. _____

Future Tense

1. _____
2. _____

Check and compare your answers with the answers provided at the end of this unit.

Now, let us look at Parts of a Film Script.



11.2.2.3 Parts of Film Scripts

What are film script and its parts?

Full-length screenplays are generally 100-120 pages. The inciting incident, the event that gets your hero off his couch, normally takes place about ten or fifteen pages in.

The bulk of the screenplay shows the hero struggling against difficulties in order to reach a final goal. This struggle builds to the story climax, which takes place near the screenplay's end.

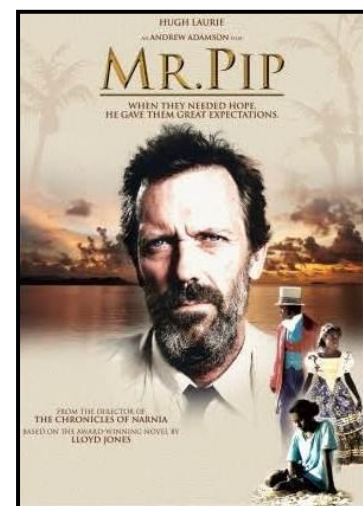
Different screenwriters and screenwriting teachers analyze the rest of the structure in different ways. Most agree that screenplays typically have three acts, or parts, basically a beginning, middle, and an end.

Act 1 is about 30 pages and introduces the story. This is when we get to know the hero and when the inciting incident gets him out of his sofa and into battle mode. Act 2, about 60 pages, is the main part of the story. This is where your poor hero gets knocked around and the stakes get raised. His problems just get worse and worse, and the need to solve them seems more and more urgent. Act 3 is often a bit shorter than Act 1, maybe 20-30 pages. This is where you have the story climax, the final, last-ditch battle that determines the end of the movie. Then the dust clears and the hero rides off into the sunset (or gets trampled to death by his horse).

Here is a sample of a film script

Plot summary of Mr. PIP, a Papua New Guinea based Movie

Released in 2012, *Mr. Pip*, is a film based on Lloyd Jones' novel *Mister Pip*. The film is named after Pip, the main character in Charles Dickens's novel *Great Expectations*. The winner of the 2007 Commonwealth Prize, Lloyd Jones' novel is set in a village on the Papua New Guinea island of Bougainville. Both Lloyd Jones and Andrew Adamson, the film director of *Mr. Pip*, were born in New Zealand. Adamson is famous for his success with block-buster films such as *Shrek*, *Shrek 2* and the first two *Chronicles of Narnia*. It is interesting to note that Adamson actually lived in Papua New Guinea from at the age of eleven to eighteen while accompanying his father who was a computer engineer working in Port Moresby.



Adamson was given the novel 'Mister Pip' by his wife as birthday present and he immediately could see the possibility of turning the story into a film. As Adamson explained in one of his interviews "I read the book on a plane, and by the time I landed I was already



chasing the film rights. I liked that fact that it was written by a New Zealand author, and I liked the fact that it was about a place I grew up in."

Mr. Pip is the compelling story of a girl caught in the throes of war on Bougainville Islands. It is through the guidance of a most beloved mother and teacher Matilda survives but most importantly, through her connection with Pip. A fictional creation from the mind of Charles Dickens himself, Pip helps Matilda maintain her desire to live, especially, after the wise Mr. Watts, and her island cease to exist.

The novel opens with a colourful description of Mr. Watts, whom the children calls Popeye due to his stuck out eyes further than anyone else- like they wanted to leave the surface of the face.

We learnt of Mr. Watts' marriage to Grace, a native of Bougainville, which serve to explain why he remained so long after most of the white men had abandoned the island. With the military tension rising, the school room growing over with creepers, Mr. Watts decided to take the task of educating children. Despite his claim that he's not very intelligent, Mr. Watts introduces the children to the one of the most brilliant English authors, Charles Dickens. Every day Mr. Watts read a chapter of Dickens' greatest works titled "Great Expectation" to the children. **Philip Pirrip**, called **Pip**, is the protagonist and narrator in Dickens' "Great Expectations". Soon Pip became very popular among Mr. Watts' students.

The obvious challenge of teaching young children, starving for distraction, from ever present turmoil, is not the only difficulty Mr. Watts faces. Dollars, Matilda overzealous mother, expresses an extreme distrust of the teacher and his curriculum. She does everything in her power, to ensure that her daughter's mind is not polluted by the strange white man, including weekly visits to the classroom. She even goes as far as stealing and hiding Charles dickens Great expectation, an action that causes immense trouble when Red Skin soldiers enter the village and found Mr. Pip's name carved on the sand.

It was Matilda who wrote Pip's name on the sand at the beach, and it is her guilt that makes her sympathized with her mother, who refuses to give up the book as evidence. Convinced that Mr. Pip is a spy that is hidden from them, the redskins destroy the houses. All they leave behind are smoking fragments of Matilda's former life.

After the military tension escalates, a group of rebels came to question the only remaining white man. He agrees to explain himself over a course of five nights, and proceeds to tell the story that entwines Pip's life even further with his own. Matilda develops a reason why he return to the island with his wife and stayed after all other whites have left. Now his wife is dead and offers Matilda a chance to escape from the island. However, she has to choose between his mother and Mr. Watts, but before this can happen, the rebels flee and the red skin soldiers return. This time, the soldiers kill Mr. Watts and almost raped Matilda but her mother gave up her life for her.

In the wake of the surviving slaughter of her village and the death of both her mother and Mr. Watts, Matilda loses her will to live. She almost drowns but is revived by the memory of



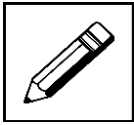
Pip, who also narrowly escapes death in Charles Dickens's story. After clinging to a log, Matilda is picked up by fishermen who had arranged to escape with Mr. Watts and eventually she reaches Australia. Matilda meets up with the father and begins to pick up the pieces of her disrupted life. She reveals her success in becoming a scholar and Dickens expert and concludes her narrative by emphasizing the power of literature to offer escape and solace in worst of times.

Now let us analyse the Plot by identifying the parts of the film.

We have learnt that the three parts of a movie are beginning, middle and end.

Beginning	Middle	End
Mr. Pip is the compelling story of a girl caught in the throes of war on Bougainville Islands. It is through the guidance of a most beloved mother and teacher Matilda survives but most importantly, through her connection with Pip. A fictional creation from the mind of Charles Dickens himself, Pip helps Matilda maintain desire to live, especially, the wise Mr. Watts, and her island cease to exist.	We learnt of his marriage to Grace, a native of Bougainville, which serve to explain why he remained so long after most of the white men had abandoned the island. With the military tension rising, the school room growing over with creepers, Mr. Watts decided to take the task of educating children. Despite his claim that he's not very intelligent, Mr. Watts introduces the children to the one of the most brilliant English authors, Charles Dickens. Every day Mr. Watts read a chapter of Dickens' greatest works titled "Great Expectation" to the children. Philip Pirrip , called Pip , is the protagonist and narrator in Dickens' "Great Expectations". Soon Pip became very popular among Mr. Watts' students.	After the military tension escalates, a group of rebels came to question the only remaining white man. He agrees to explain himself over a course of five nights, and proceeds to tell the story that entwines Pip's life even further with his own. In the wake of the surviving the slaughter of her village and the death of her mother and Mr. Watts, Matilda loses her will to live. She almost drowns but is revived by the memory of Pip, who also narrowly escapes death in Charles Dickens' story. After clinging to a log, Matilda is picked up by fishermen who had arranged to escape with Mr. Watts and eventually she reaches Australia. Matilda meets up with the father and begins to pick up the pieces of her disrupted life. She reveals her success in becoming a scholar and Dickens expert and concludes her narrative by emphasizing the power of literature to offer escape and solace in worst of times.

Now let us look at an activity about parts of a film.

**Learning Activity 17**

Given are parts of a film script. Study them and label the different parts of a film. Write your answer on the space provided.

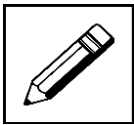


You have 10 minutes for this activity.

1. They live happily ever after. _____
2. The parents did not agree to the marriage. _____
3. In a kingdom, far, far away, lived the most beautiful princess. _____
4. The prince visited the King to ask for his daughter's hand. _____
5. The princess eloped with the prince. _____

Check and compare your answers with the answers provided at the end of this unit.

Now, move on to the activity below.

**Learning Activity 18**

Using the words given below – Please complete the film passage by writing the missing verbs in the space provided. The verbs must be in their correct tenses and spelling.



You have 10 minutes for this activity.

seated	leans	revealing	watches	turns
carries	passes	see	takes	reaches

Int. Movie theater - night

A crowded movie theater. Dark except for neon exit signs over the doors and a large screen showing a feature film. The audience (1. _____) the actors move across the screen, and we hear tense background music. Marianne and Bob enter the theater through the back door.

Marianne dressed in a (2. _____) tight sweater and jeans, carries a bag of potato chips and a large drink. She moves down the aisle quickly, looking right and left as she scouts for seats.

Bob, a tall, stocky young man, (3. _____) a super-sized box of popcorn and a super-sized drink.

He squints in the dim light as he moves his large feet gingerly down the aisle. He (4. _____) a few more hesitant steps and then stumbles over his own big



sneakers. Popcorn spills from the box he's holding onto several people seated near the aisle and onto the floor. We hear grumbling as the people brush popcorn off their clothing. People (5. _____) in the third row stand to let Bob and Marianne pass.

Bob and Marianne move across the aisle. Popcorn spills from Bob's container onto people he (6. _____) on his way to the vacant seats. He steps on a woman's toes accidentally, and she shrieks. Bob and Marianne settle into their seats. It's quiet for a few moments as they watch the movie. Bob (7. _____) into his popcorn container and stuffs popcorn in his mouth. He munches happily, then, slurps soda through a straw. A woman seated behind Marianne squirms from side to side, trying to (8. _____) the screen over Marianne's big hair. Marianne (9. _____) to Bob and kisses him noisily on his cheek. Bob smiles at her and squeezes her thigh. People seated around them mutter angrily. A MAN seated directly behind Bob and Marianne (10. _____) over and shouts.

We hear groans from people seated behind them whose view of the screen is now blocked.

Check and compare your answers with the answers provided at the end of this unit.

Now, move on to the next topic.

11.2.2.4 Film Festivals

A film festival is an organized series of celebration of films in a particular place or topic. Some of the great film festivals are, Cannes film festival in France and Australian film festival celebrating Australian made movies only.

Criteria for Best Film

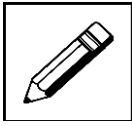
When judging a film, there are ten main criteria that are used. Given is the table including criteria used to judge good film.

Criteria	
1. Originality	The film must present some new concept or idea that has hardly been explored by predecessors. Some amount of creativity and innovation should invent never before content.
2. Good story	A great movie must have a good plot that tells both the intriguing and unusual story.



3. Sequences	Some element of the film must keep the audience on edge and make them eagerly anticipate a resolution.
4. Good actors/ Good Cinematography	No matter how great a job the writers did coming with a story, it must be properly executed. The actors must convince the audience they are the characters they are portraying and the camera crew must capture the scenes in a manner that illustrates the story.
5. Profound message	Within the story there should be brought to light a particular moral or ethical message for the audience.
6. Realism/ Accuracy	A great film should portray events, people etc... as they are real world setting despite controversial theme. Actions and interactions should be believable, plausible, and at least somewhat relatable.
7. Good setting	The characters must be placed inside an environment that contributes to their actions and interactions while also emphasising the themes and the mood of the film. The scene should be pleasing to the eye by not detracting from the main focus of the scene.
8. Soundtrack	Sound should complement the visual, but also help convey the emotions of each scene.
9. Special effects	The film visual must maintain a professional quality and stimulate the audience.
10. Composition	Everything must be arranged in a comprehensive manner that upholds the story.
11. Theme	The moral or ethics does not have to be agreeable, directly stated, proven true, or even make sense, it just has to resonate in the audience's mind.

Now, move on to the next learning activity.

**Learning Activity 19**

Use the criteria for best film to judge your favourite films. Do this by following the steps below:



You have 10 minutes for this activity.

Step 1: Choose 4 among the listed films below or select the ones you have already watched.

- | | |
|-----------------------|---------------------|
| 1. Star wars | 6. Tin pis |
| 2. Police Academy | 7. Titanic |
| 3. Pearl Harbor | 8. Tukana |
| 4. Up | 9. Fast and Furious |
| 5. Mission impossible | 10. Cinderella |

Step 2: Write the title of your selected films in the Film Evaluation Sheet below then use 1-5 marks to give your score for each criteria (1: the lowest; 5: the highest). Write your scores in the spaces provided under each film.

Step 3: Total your scores for each film then write the corresponding rate for each as indicated below:

Total Score	Rate
1-15	Unsatisfactory
16-35	Satisfactory
36-55	Great

Now, use the Film Evaluation Sheet below to judge 4 of your favourite films. The first film was done as an example.

Film Evaluation Sheet

Title	Star wars				
Criteria					
1. Originality	4				
2. Good story	4				
3. Sequences	4				
4. Good Cinematography/ Good actors	5				



5. Profound message	4				
6. Realism/ Accuracy	4				
7. Good setting	5				
8. Soundtrack	5				
9. Special effects	5				
10. Composition	4				
11. Theme	4				
Total Score	48				
Rate	Great				

Check and compare your answers with the answers provided at the end of this unit.

Now move on to the grammar activity.

Apart from the three main tenses past, present and future which you had covered previously, now you will learn about the perfect tenses. The three **perfect tenses** in English are the three verb tenses (present perfect, future perfect and past perfect) which show action already completed. The word *perfect* literally means "made complete" or "completely done."

The present perfect tense is used to describe.

- An action or situation that started in the past and continues into the present
For example: My grandparents have lived in Lae since 1984. (= and they still do)
- An action performed during a period that has not yet finished.
For example: She has been to the cinema twice this week (= and the week isn't over yet.)
- A repeated action in an unspecified period between the past and now.
For example: The Minister of Education has visited Divine Word University several times.
- An action that was completed in the very recent past, expressed by 'just'.
For example: I have just finished my work.
- An action when the time is not important.
For example: My friend has read Steven Winduo's "Unpainted Mask".



The Future Perfect Tense is used to describe an action that will have been completed at some point in the future. It is often used with a time expression which identifies that point in the future.

Here are some examples of the future perfect tense:

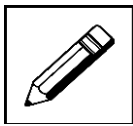
- By the time you arrive, we will have finished the meal and the speeches.
(Note: "By the time you arrive" identifies the point in the future.)

- I will have read every magazine in the waiting room before I see the dentist.
(Note: The clause "before I see the dentist" identifies the point in the future.)

The Past Perfect Tense expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Please study the examples below:

- I **had** never **seen** such a beautiful beach before I went to Tufi.
- I did not have any money because I **had lost** my wallet.
- Tony knew Goroka so well because he **had visited** the city several times.
- We were not able to get a hotel room because we **had not booked** in advance.



Learning Activity 20

Construct 3 examples each of present perfect tense, future perfect tense and past perfect tense.



You have 10 minutes for this activity.

1. Present Perfect Tense

a. _____

b. _____

c. _____

2. Future Perfect Tense

a. _____

b. _____

c. _____

3. Past Perfect Tense

a. _____

b. _____

c. _____

Check and compare your answers with the answers provided at the end of this unit.



Now you learn how to analyse a film.

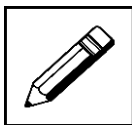
11.2.2.5 Film Analysis

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

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

1. Character: a person portrayed in a film.
2. Exposition: is the “who, when, where and what” part of the play.
3. Story organization: beginning, middle and end.
4. Conflict: the internal or external struggle between opposing forces, ideas, or interests that creates dramatic tension.
5. Suspense: a feeling of uncertainty as to the outcome, used to build interest and excitement on the part of the audience.
6. Theme: the basic idea of a film; the idea, point of view, or perception that binds together a work of art.
7. Language: in a film, the 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.
8. Style: the shaping of dramatic material, settings, or costumes in a deliberately realistic or nonrealistic manner.

Now you will do an activity on analysing a film.



Learning Activity 21

Here is a script from a film. Using the steps above read the script and analyse the film by completing the table at the end of the script.



You have
10 minutes
for this
activity.

A crowded movie theatre. Dark except for neon exit signs over the doors and a large screen showing a feature film. The audience watches the actors move across the screen, and we hear tense background music.

MARIANNE and BOB enter the theater through the back door.

Marianne, dressed in a revealing tight sweater and jeans, carries a bag of potato chips and a large drink. She moves down the aisle quickly, looking right and left as she scouts for seats.

Bob, a tall, stocky young man, carries a super-sized box of popcorn and a super-sized drink. He squints in the dim light as he moves his large feet gingerly down the aisle. He takes a few more hesitant steps and then stumbles over his own big sneakers.



Popcorn spills from the box he's holding onto several people seated near the aisle and onto the floor. We hear grumbling as the people brush popcorn off their clothing.

BOB
(loud)
Sorry! I'm really sorry!
MAN #1
(to Bob)
You wanna lower your voice!
BOB
Sorry.
MAN #2
(to Bob)
Shut up!
MAN #3
(shouting)
Keep it down, will ya!

Marianne waves frantically to Bob from the front of the theater.

MARIANNE
(calling out loud)
Bob! Over here, honey! Two seats
up here!
MAN #4
(to Marianne; loud)
For Chris sakes, lady!
MAN #5
(to Marianne)
Are you stupid or something?

Bob catches up to Marianne, who waits near the middle of the third row, where she has found seats.

MARIANNE
(to woman in the aisle seat)
Excuse me.

People seated in the third row stand to let Bob and Marianne pass. We hear groans from people seated behind them whose view of the screen is now blocked. Bob and Marianne move across the aisle. Popcorn spills from Bob's container onto people he passes on his way to the vacant seats. He steps on a woman's toes accidentally, and she shrieks.

BOB
(apologetically)
Geez, I'm sorry.



Bob and Marianne settle into their seats. It's quiet for a few moments as they watch the movie. Bob reaches into his popcorn container and stuffs popcorn in his mouth. He munches happily, then slurps soda through a straw.

MAN #6
(to Bob; shouting)
Hey, shove that where the
sun don't shine!

A woman seated behind Marianne squirms from side to side, trying to see the screen over Marianne's big hair. Marianne turns to Bob and kisses him noisily on his cheek. Bob smiles at her and squeezes her thigh.

People seated around them mutter angrily. A MAN seated directly behind Bob and Marianne leans over and shouts.

MAN #7
(to Bob and Marianne)
Save it, will ya!

Bob turns to Man #7 and smiles.

BOB
(to Man #7)
You're just jealous.

It's quiet for a few moments. Then we hear the crackling of cellophane as Marianne opens her bag of potato chips.

People around her squirm and grumble.

Marianne munches on the chips, making crunching sounds.

An OLD MAN seated in front of Marianne turns and looks at her viciously. Marianne offers him some chips.

MARIANNE
(holding out the bag of chips)
Have a chip.
OLD MAN
(to Marianne)
Are you ever going to shut up?

Marianne and Bob look offended.

It's quiet for a few moments. Marianne and Bob are engrossed in watching a car chase on the movie screen.

Bob munches popcorn and slurps from his drink. Marianne crunches potato chips contentedly and takes noisy sips from her drink.



We see the audience. They are no longer watching the screen. Their angry eyes are riveted on Bob and Marianne.

Now, move on to the activity below.

Characters	
Story organisation	
Exposition	
Conflict	
Suspense	
Theme	
Language	
Style	

Check and compare your answers with the answers provided at the end of this unit.



Now, move on to the grammar activity.

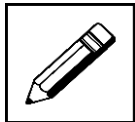
Part 1: Paragraph Writing

A paragraph consists of a topic sentence and other supporting details. The topic sentence carries the main idea of the paragraph. The supporting details can be in the form of examples, elaborations and more explanations.

Here is an example:

Traditional Dance

Traditional Dance is a form of art practiced by many societies. It may involve males only, females only or mixture of both taking part in this art. During traditional dance, a lot of careful preparations are needed. The dancers have to practice for a week or sometimes even for a month. Secondly, costumes are made for the dancers to wear. Paints are also prepared to be used. It is often a colourful event in which participants are proud of.



Learning Activity 22

Study the following topics and construct a topic sentence for each.



You have 10 minutes for this activity.

1. Rain

2. School

3. Swimming

4. Home

5. Parents

Check and compare your answers with the answers provided at the end of this unit.



11.2.3 WRITING WORKSHOP 2

11.2.3.1 Dialogues

Comparisons of Dialogue and Monologue

A dialogue is a *conversation* between two or more people in a film or play or book and a monologue is a *long speech* by one actor in a play or film. In theater, monologues are delivered to the audience by one character. Usually he or she speaks for an extended period of time, and is interrupted by other characters.

Ways of Writing a Dialogue

A dialogue is an essential part of a story and writers strive to make sure the conversation written in stories sound natural and authentic as they would in real life.

Writers often used dialogue to provide information to readers in a way that is interesting and emotionally engaged.

When a dialogue is written, it carries a conversation between two characters or two people. Here are four steps that are used when writing a dialogue.

- STEP 1: Pick two characters. Pay attention to the actual conversation and use conversation and patterns in your dialogue.
- STEP 2: Read a good dialogue to get a good feel of balance.
- STEP 3: Develop your characters fully.
- STEP 4: Learn to avoid stilted dialogue which works on the obvious level in a language that no one would use.
- STEP 5: Keep it simple.
- STEP 6: Move your story forward in a dialogue. Provide information to the reaction about stories or characters.
- STEP 7: Get information dump in your dialogue. Get information across rather than having so many ideas all together in one place.

Study the following sample of a dialogue between two friends.

John : Hurray! Only one week before the school holiday.

Paul : I know. I have been counting the days. What's your plan for the holiday?

John : I would like to visit my grandfather in Lae. But it means money and I don't think my father will give it to me. What about you?



Now you will move on to writing a play script.

11.2.3.2 Play Script

In Unit 1, you looked at three important terms in a play. We need to define these terms before we move on.

1. Play script- The difference between a play, a script, and a story is that a script is the words written out for the actors or actresses. The script will have words and direction written on it. A play is acted out on a stage. Actors in plays use their bodies and voice to tell a story. A story can be in a book, or on television. It is the telling of a certain event.
2. What is playwright? A playwright, also known as a dramatist, is a person who writes dramatic literature or drama. These works may be written specifically to be performed by actors, or they may be closet dramas - simple literary works - written using dramatic forms, but not meant for performance.
3. What is play writing? For the ancient Greeks, play writing involved *poiesis*, "the act of making". Playwriting is a type of writing that is done in which the final product is intended to be performed or read in front of an audience.

Parts of a Play

There are certain elements you'll want to include if you want to make your play interesting and professional. One important concept to understand is the difference between the story and the plot of a play. This difference is not always so easy to understand, however, story pertains to the things that really happen; it is the chain of events that take place according to a time sequence. Some of the story in a play is fluff—it's the filler that makes the drama interesting and keeps it flowing.

Plot refers to the skeleton of the story: the chain of events that shows causality. A famous writer named E. M. Forester once clarified a plot and its relationship to causality by explaining: "The king died and then the queen died" is a story. "The king died and then the queen died of grief" is a plot. The time-sequence is preserved, but their sense of causality overshadows it."



1. Plot

The action and emotional ups and downs of a plot determine the plot type.

Plots have been classified in many ways, starting with the basic concept of comedies and tragedies used in ancient Greece. You can make up any type of plot, but a few examples might help you get started.

- a. Episodic: Episodic plots involve episodes: several events are linked together with each event or “episode” containing a possible climax.
- b. Rising Action: This plot contains a conflict, tension, and climax to resolve the conflict.
- c. Quest: This type involves an adventurer who sets off on a journey and reaches a goal.
- d. Transformation: In this variety of plot, a person changes character because of an experience.
- e. Revenge or Justice: In a revenge story, a bad thing happens, but eventually everything works out evenly.

2. Exposition

The exposition is the part of the play (normally in the beginning) in which the writer “exposes” the background information that the audience needs to understand the story. It is an introduction to the setting and characters.

3. Dialogue

The dialogue of a play is the part that allows you to show your creativity. A play is carried along through conversations, called dialogue. Writing dialogue is a challenging task, but it is your chance to flaunt your artistic side.

Things to consider when writing dialogue are:

- a. Habits or accents that provide insight to the character.
- b. Actions or behavior the character displays while talking.

4. Conflict

Many plots involve a struggle to make things interesting. This struggle or conflict can be anything from a concept in one person’s head to a battle between characters. Struggle can exist between good and evil, between one character and another, or between a dog and a cat.

5. Complications

If your story is going to have a conflict, it should also have complications that make the conflict even more interesting.

For instance, a struggle between a dog and a cat can be complicated by the fact that the dog falls in love with the cat. Or the fact that the cat lives in the house and the dog lives outside.

6. Climax



The climax happens when the conflict is resolved in some way. It is the most exciting part of a play, but the journey toward a climax can be choppy. A play can have a mini-climax, a setback, and then a bigger, final climax.

7. Act division
Refers to the play divided into different sections, Act 1, Act 2 and so on.
8. Scene division
Scene division refers to different parts of the play or film. For example a movie may have scene 1, scene 2 or scene 3 and so on.
9. Set description
Set description refers to the arrangement of the characters, stage and other elements in a play.
10. Speech Tags
Speech tags refer to the punctuations in a play that a character has to take heed off when performing.
11. Cast of character
Refers to the team of characters in a play.
12. Speaking Directors
Directors directly in charge of how the characters perform their part in a play.

Now let us look at how plays are written.

Writing a Play Script

Writing a script or play is tough but satisfying work. If you have ever wanted to see a story come to life on the stage or on the screen, though, writing a script is something that simply comes with the territory. One of the biggest keys to writing a script is to not get overwhelmed by the entire process. The best way to do this is to break down the process of writing a screenplay into several small chunks and goals that can help you get organized and stay on task.

How to Write a Play Script?

1. Come up with a list of all your major characters. List each of the 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" 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 a two to three sentence synopsis of
-



the second act. The third act is the resolution of the conflict. Write a 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.

Now you will see an example on how to write a play script.

1. A parenthetical description that appears below the name of a character and precedes the character's dialogue may explain whom that character is speaking to and describe the manner in which he speaks.

Example:

MAN#4

(to Marianne; loud)
For Chris sakes, lady!

2. The SOUNDS that the audience HEARS are written in all capital letters.

Example:

The audience watches the actors move across the screen, and we HEAR tense background MUSIC.

3. Sounds made by the characters themselves should not be capitalized.

Example:

Marianne turns to Bob and kisses him noisily on his cheek.

4. Authors Hillis R. Cole, Jr. and Judith H. Haag say in their book, "The Complete Guide To Standard Script Formats," that it's only necessary to capitalize "sounds which require some kind of mechanical production."

Names of characters appear in all capital letters in a scene description when those characters are first introduced.

Example:

MARIANNE and BOB enter the theater through the back door.



- 5. The next time Bob and Marianne are mentioned in a description, their names are no longer written in capital letters.

Example:

People seated in the third row stand to let Bob and Marianne pass.

- 6. But characters' names are always written in all capital letters for dialogue headings.

Example:

BOB
Sorry.

- 7. However, the names of characters who have no dialogue do not appear in all capital letters.

Example:

A woman seated behind Marianne squirms from side to side, trying to see the screen over Marianne's big hair.

The woman who is trying to see over Marianne's hair has no dialogue, so her name isn't capitalized.

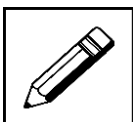
- 8. Dialogue is used sparingly in the formatted screenplay scene about Bob and Marianne. The reason is that the actions of the couple show everything we need to know about them.

These actions help give us a complete picture of their personalities.

So, Bob and Marianne don't have to say very much. For example, Marianne could turn to Bob and say, "I love you." Instead she turns to him and kisses him noisily on his cheek.

This one action shows us how Marianne feels about Bob and shows how oblivious Marianne and Bob are to the people around them.

Now, you will practice writing a play script.



Learning Activity 24

- A. Use the above information and write a short play script based on a Papua New Guinean genre .Give your play a title.



You have 1 hour for this activity.

Title: _____



- B. Act out the play in a community gathering. Ask an elder to evaluate the play for you. Below is an evaluation form to be used by the judges.**

Evaluation Form

Name: _____ School: _____

Title of Play: _____

Criteria	Score
Appearance 1.dressing 2. decoration of stage 3. General appearance	10 marks
Introduction Was the introduction done well?	5 marks
Role Play Was it interesting? Setting Plot Characters	10 marks
Conclusion Did it have a nice ending?	5 marks
Confidence Language use	5 marks
TOTAL	35 marks

Results Interpretation

30 - 35	Excellent
25 - 29	Good
20 - 24	Fair
< 20	Needs a lot of improvement

Check and compare your answers with the answers provided at the end of this unit.

Now, move on to the Grammar activity.



Part 2: Paragraph Writing

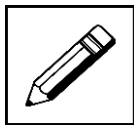
Supporting Sentences

Supporting sentences come after the topic sentence; they make up the body of a paragraph. Supporting sentences give details to develop and support the main idea of the paragraph. When writing your supporting sentences you should give supporting facts, details, and examples.

Here is an example:

Traditional Dance

Traditional dance is a form of art practiced by many societies. **It may involve males only, females only or mixture of both taking part in this art. During traditional dance, a lot of careful preparations are needed. The dancers have to practice for a week or event month. Secondly, costumes are made for the dancers to wear. Paints also are prepared to be used. It is often a colourful event in which participants are proud of.**



Learning Activity 25

Use the topic sentences you have constructed in Part 1 paragraph writing and write supporting details for each of them.



You have 30 minutes for this activity.

1. Rain

2. School



3. Swimming

4. Home

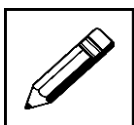
5. Parents

Check and compare your answers with the answers provided at the end of this unit.

Now, move on to the next activity.

11.2.3.3 Film Script

You will begin with a short revision on what you have learnt in 11.2.2.3.



Learning Activity 26

Complete the short revision below. Write your answers on the space provided.



You have 5 minutes for this activity.

List the 3 parts of a film script

1. _____



2. _____
3. _____

Check and compare your answers with the answers provided at the end of this unit.

Now, move on to the next topic.

What is a film script?

A film script is a piece of writing that is used in a film. These writing are a dialogue between characters. If you have a great imagination and you think you would enjoy telling stories through dialogue, physical interaction, and symbolism, you should really try your hand at writing scripts. It could be the beginning of a new hobby or career path.

Now let us look an example of a dialogue in a film script. A similar example was given in 11.2.3.2.

Example of a Film Script Dialogue

Bob and Marianne walk into a dark movie theater. The movie has already started, and nearly every seat is occupied.

Example:

Passage From Unformatted Exercise:

Bob apologizes, and other patrons tell him to "shut up."

BOB

(loud)
Sorry! I'm really sorry!

MAN#1

(toBob)
You wanna lower your voice!

BOB

Sorry.

MAN#2

(toBob)
Shut up!

MAN#3

(shouting)
Keep it down, will ya!



1. A parenthetical description that appears below the name of a character and precedes the character's dialogue may explain whom that character is speaking to and describe the manner in which he speaks.

Example:

MAN#4

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BOB

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7. However, the names of characters who have no dialogue do not appear in all capital letters.

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This one action shows us how Marianne feels about Bob and shows how oblivious Marianne and Bob are to the people around them.

Now you will look at a story map.

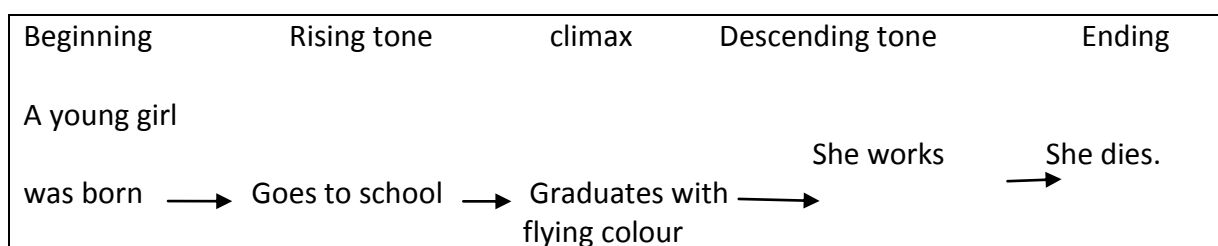
What is a story map?

Story maps are graphic representations of the various components and sequence of events of a story, which clearly outline the relationships to each other. Components are usually the setting, the characters, the problem, the plot and the resolution.

Story maps can be used as an outline for creating a story or to summarize the story events. Story maps help students visualize the people, places and events of the story. In a creative writing exercise, students use story maps to help with the initial process of organizing their thoughts before proceeding with the story writing.

Here is a sample of a story map.

A Typical Life Cycle of a Human Being



Having looked at a story map, you will now study steps in writing a film script.

Steps in Writing a Film Script

Along with the basic understanding of these qualities the film script must take the aspects of unity into great consideration. At the center of every film script there should be unity. Unity in film script means harmony among the component parts. Included in the next section of this project is an informative outline that can help a prospective film writer achieve unity in their work. It also aids in the process of starting the initial development of a film and adds credibility to the work. Some of these important aspects and considerations listed in the outline have been covered in some detail thus far, but others should be strongly considered before a film script writer puts pen to paper or hands to keys.



These important aspects include the following:

1. **Research and Knowledge of:**

Themes and Subject Matter Explored

Unity in the Genre/Form and Clarity of Style/Mode of the Intended Work

Knowledge of the Time Period Presented

Research of Any Other Relevant Data Presented in the Play

2. **Inspiration:**

Painting/Photo that encapsulates the World of Play

Metaphor that describes the themes at work in a single sentence

Any other Relevant Ideas of inspiration

3. **Concepts:**

Questions you should be able to answer:

What does the film represent? What is its theme? Why is it important? Why does it deserve to be witnessed? What is the moral? What universal truth does it illustrate?

What excites you, the film script writer about the work? What aspect of the film fires your imagination? What makes you feel zealous and impassioned? What moves you?

Does the material give you a deep feeling of satisfaction? What in the film makes it worthy of an audience's attention? Why is it compelling?

4. **Outlining (Beginning, Middle, and End):**

a. Beginning:

- Prologue or start of film with introduction of characters, date, place, time, setting, and exposition and inciting incident introduced.
- Point of attack; introduce primary conflict and central dramatic question.

b. Middle:

- Characters pursue objectives and encounter obstacles.
- Answers sought; goals of characters conflict with other characters.
- Characters attempt to overcome obstacles and challenges.
- Characters plan tactics, succeed, fail, attack, retreat, surprise, and are surprised, encounter major reversals and a crisis is reached.

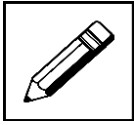
c. End:

- Characters engage in final conflict (climax of film).
- Characters main objective achieved or lost.
- Central dramatic question is answered, theme or ideas of film confirmed.
- Resolution is where order is established.

Artistic consideration in film writing requires selection and arrangement. Art is skill acquired by experience, study, and clear observations. Film script writers must consciously set about making choices with a competent plan and creative imagination. Only then, we can consider



the film rights work as a viable start to the theatrical process. Before anyone begins to write a film, it is important to understand the medium for which you intend on writing.



Learning Activity 27

Create a short story map. Follow the story map and construct a dialogue for the film script.



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

A. Write your story map here.

B. Use the story map to create a film script.



Now let us move on to the same topic.

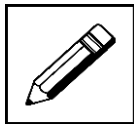
11.2.3.4 Drama Review

What is a Drama Review?

A drama review is done when we analyse a drama by identifying the different types of elements that are used in a story.

In topic 11.2.2.1, you learnt about the different types of elements used in the drama. These are literary element, technical elements and performance elements.

Now look at the activity below on analysing a drama.



Learning Activity 29

Study the passage below and identify the different elements. Fill in the table below.



You have
30 minutes
for this
activity.

Against My Will

By Afu Billy

“Hey, Umataru! Why have you stopped dancing?” she heard Demesa’s voice. Umataru jerked her head abruptly and realised that her thoughts had made her forget all about the dancing. Fortunately, the song was ending. Demesa led her to an empty table. Demesa was about to walk over to the bar to get a drink when Umataru noticed a group at the entrance hall. After a second glance, she froze in her chair. Walking towards them was her big brother, Solo, followed by her cousins, Mamali and Uhunu. Solo walked up to Demesa and grabbed him by the collar.

“What are you trying to prove,” Solo yelled, “by bringing my sister to this filthy place?”

“Solo, please,” Umataru pleaded.

“Shut up!” Solo continued yelling at Demesa, tightening his grip. “Demesa, you and Umataru have ruined my parents’ name!”

“But why should Umataru be shut up like an old woman at home?” Demesa replied, trying to reason with Solo.

“Shut your big mouth. Have this.” There was a thud as Solo’s fist landed on Demesa’s forehead.

“No-ooo!” Umataru screamed as she ran to Demesa’s side.



“Stay out of this, you rotten little liar,” Mamali said, punching her on the nose. She felt blood trickling down her mouth and a sudden dizziness. She collapsed suddenly. What happened next she could not remember.

When she became conscious again she was lying on the floor of her room at home. She felt a strange kind of lightness. She raised her hand to her face. It felt puffy. But that wasn't the reason for the strange lightness she was feeling. Suddenly her eyes caught her reflection in the big mirror on her dressing table and she uttered a cry that seemed to tear out of the roots of her heart.

“My beautiful hair!” Umataru sobbed. “The beasts! I hate them! I hate them!” she repeated over and over again. “How can I face anyone again without my hair? What will Demesa think of me? My friends will laugh at me.”

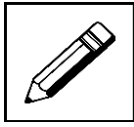
Suddenly the door flew open and Solo stood there. “I hope you won't forget too soon what happened tonight,” he said. “You won't be seeing that Demesa again. He's no good for you.”

Umataru cowered in the corner, thankful that it was against their custom for a brother to enter his sister's room. Solo closed the door with a bang, and Umataru fell onto her bed and cried tears of self-pity, regret, anger and frustration.

Literary	Technical	Performance

Check and compare your answers with the answers provided at the end of this unit.

Now, move on to the grammar activity.

**Learning Activity 30**

Given below is a list of problem words. Identify a word from the box for each of the following meanings.



You have 15 minutes for this activity.

ingenious	civility	noticeable	respectable	emaciated
ingenuous	servility	notorious	respectful	emancipated
officious	elicit	deficient	momentary	inedible
official	illicit	defective	momentous	indelible

Here are the meanings:

1. Showing cleverness of invention or constructions _____
2. Of great importance _____
3. Having a real reputation or character _____
4. Having fault or flaw _____
5. Frank, innocent, trusting _____
6. Widely but unfavourable known _____
7. Unlawful _____
8. Incapable of being rubbed out or removed _____
9. Very thin, wasted away _____
10. Politeness _____
11. Not fit to be eaten _____
12. Freed from slavery or restraint _____
13. Lacking in what is needed _____
14. To draw out or to cause to emerge _____
15. Giving unwanted advice or instructions _____

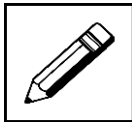
Check and compare your answers with the answers provided at the end of this unit.

Now let us move on to film review.



11.2.3.5 Film Review

Before we move on with the new topic, we will do a short revision activity on what you have learnt in 11.2.2.3.



Learning Activity 31

Study the following questions and complete the activities below.



You have 10 minutes for this activity.

1. List the different types of film genres.

a. _____

b. _____

c. _____

2. What are the parts of a film script?

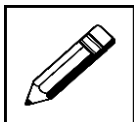
a. _____

b. _____

c. _____

Check and compare your answers with the answers provided at the end of this unit.

Now move on to the next activity.



Learning Activity 32

Read the example of a film summary from the 'Walking Dead' Season 4, (2013-14). Then, fill in the missing parts of the film review form below to identify the different film aspects.



You have 1 hour for this activity.

The Walking Dead (Season 4)

The fourth season begins several months following the close of the third season, where life has become relatively peaceful for the growing number of survivors at the prison. Rick made the decision some time ago to renounce his role as the group's leader, in which a council was formed as a replacement. The peaceful society is disrupted when a deadly influenza virus ravages the population, killing many of the survivors. A scavenging team eventually returns with the medicine needed to contain the outbreak.

Meanwhile, a flashback reveals that The Governor was abandoned by his remaining henchmen following the failed attack on the prison; it then depicts Woodbury burning at the hands of The Governor, before forwarding to the present where The Governor is shown disheveled and wandering aimlessly. He eventually runs into the Chambler family – Lilly,



Tara, their terminally ill father David, and Lilly's daughter Meghan. He adopts a false identity and commits numerous good deeds for the family in an effort to atone for his past. Following David's death, they leave the Chambler home and soon run into The Governor's former henchman Martinez. The Governor impulsively kills him and disguises the death as an accident. He takes control over the group of survivors Martinez was leading and rallies them behind his cause for revenge.

The Governor finds Michonne and Hershel outside of the prison and takes them hostage. He arrives at the gates with his new-found army and threatens to kill the hostages. Refusing to surrender, Rick proposes that they coexist at the prison instead of fighting. Sensing that some of his group may be persuaded, The Governor decapitates Hershel with Michonne's Katana, provoking a firefight between the two camps. Rick confronts and fights The Governor, who nearly kills him, but Michonne saves Rick in time by mortally wounding The Governor with her sword. The Governor's army is eventually defeated, but the defending survivors are scattered as the prison is overrun by walkers.

Following the battle, the survivors are split into different groups traveling separately; each encountering a variety of obstacles as they search for "Terminus", a place described as a "sanctuary for all" by many signs posted along a series of railroads. Carol and Tyreese struggle with a dilemma involving Lizzie – a mentally disturbed child who murders her younger sister, Mika – which ends with Carol reluctantly killing her to protect Judith. Beth, who was traveling with Daryl and taking shelter with him in a funeral home, is kidnapped during a walker attack. Glenn and Tara are joined by three new survivors – Sgt. Abraham Ford, Rosita Espinosa, and Dr. Eugene Porter – who are on a mission to Washington, D.C. in search of what remains of the government. Dr. Porter reveals that he knows the cause of the walker outbreak but is unable to elaborate, claiming that the information is classified. On the way to Terminus, Glenn and Maggie's groups reunite. They are the first group shown to arrive at Terminus, where they are greeted by a woman named Mary. She welcomes them in and offers food.

Meanwhile, Daryl encounters a hostile group of men led by a man named Joe. He allows Daryl to join under the condition that he lives by their code – a strict set of rules punishable by beatings and even death if broken. They eventually find Rick, Michonne and Carl and hold them hostage, seeking revenge for an earlier run-in with Rick that left one of their members strangled to death. Daryl arrives on the scene to stop the attack, and the bandits are eventually overwhelmed and killed. Reunited with Daryl, the group makes their way to Terminus where they run into the town's inhabitants. Rick and the group are reassured that they are now safe, but a conflict breaks out after Rick notices Hershel's watch, Glenn's riot gear, and Maggie's poncho being worn by several of the townspeople. Greatly outnumbered, Rick and the others are forced to surrender. Gareth, the leader of Terminus, orders them into a nearby railroad car, where they discover Glenn and Maggie's group are also being held captive. The season ends with Rick claiming, "They're going to feel pretty stupid when they find out...they're screwing with the wrong people."

A. Fill in the following table.

**Film Review Form**

Title	
GENRE	
Setting	Location(s) Georgia
Characters	
Plot	
Writer	The Walking Dead by Robert Kirkman Tony Moore Charlie Adlard
Production company	<ul style="list-style-type: none">• AMC Studio• Circle of Confusion• Darkwood Productions• Valhalla Motion Pictures• Valhalla Entertainment• Idiot Box Productions
Date of release	
Actors /actresses	



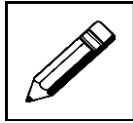
Is it a series or a movie?	
Opinion	

B. After reading the information on “The Walking Dead” - Write your film review here.

Check and compare your answers with the answers provided at the end of this unit.



Now, you will move on to the final grammar activity.



Learning Activity 33

This activity is called, **Letter Twins**. Use each of the clues to help you find a word with exactly the same letters as the first word and is arranged in a different order. The first letters have been given to help you. An example has also been given.



You have
1 hour
for this
activity.

Example: RESIST becomes the female of a brother: **SISTER**

1. AGREES becomes a lubricant G _____
2. ADMIRER becomes wedded M _____
3. ACTS becomes felines C _____
4. SCENT becomes parts of a dollar C _____
5. CHEAP becomes a fruit P _____
6. Sung becomes weapons G _____

Check and compare your answers with the answers provided at the end of this unit.



SUMMARY

Congratulations! You have come to the end of Unit Two.

In Unit 2, 11.1.1, you learned about the origins of Drama in Papua New Guinea, identified the elements of PNG drama as literary, technical and performance. You learned that the literary elements are the Plot which consists of beginning, rising action, climax, falling action and end of story. The others are dialogue, monologue, theme and genre. Technical elements include scenery, costumes, props, lights, music, and make-up. Performances include acting, empathy, speaking, breath control and non-verbal experience. You also did activities on identifying the three elements in a local drama given.

In 11.2.1.2, you identified and defined the purposes of drama as a way to change and explore the world, understand the world, experienced the diversity of culture, situation or stories and people which you may never have encountered.

In 11.2.1.3, you learned how to analyse PNG drama, identified the three main elements (literary, technical and performance elements) which are used in a drama and analyse a PNG drama.

In 11.2.1.4, you compared and contrasted drama and theater. Theater is defined as a form of art that uses live performers to represent the real experience. On the other hand, a drama is the special occasion which occurs when we pretend to be someone else or in an imaginative place or situation. You also looked at the tips for good performance and these are step 1-studying the script carefully, step 2, identify the play, step 3, production development, step 4, do a performance or rehearsal and step 5, perform in front of an audience. You also should have enacted a scene of a play in front of an audience.

In 11.2.2.5, you looked at technical aspects of theatrical production. Here you identified stagecraft which includes scenery, lightings, sounds, designs, props, stage management costumes and make-up. You did an activity on providing the necessary technical aspects from a play given.

In 11.2.2, you defined Films as a series of motion pictures that are produced. You studied the history of film and its birth in 1890s in which the first motion-pictures and the first film production companies were first established. You also identified the stages of a film making and compared and contrasted film and drama.

In 11.2.2.2, you studied the different film genres or the types of film that are produced. These are tragedy, comedy and historical film. You also identified that Papua New Guinea has four main genres; the origins and sources of theater, the sacred theater, the secular theater and the contemporary theater.

In 11.1.2.2.3, you studied parts of a script where you defined a script as it has three main parts; beginning, middle and end. You also analyse a film script.

In 11.2.2.4, you identified some of the world's greatest film festivals such as Cannes festival in France, Australian Film festival in Australia and the Pacific Film festival in the Pacific. You also looked at the criteria in judging a film and these are; Originality, Artistic merit and Technical Expertise.

In 11.2.2.5, you analysed a film about journey or quest and identified the genre and the purpose and write an analysis of a film.



Finally, in 11.1.2.3, Workshop 2, you defined dialogue a conversation between two or more people in a film and a monologue is a long speech by one actor in a play or script.

In 11.2.3.2, you defined play script as are words written out for the actors, playwright is a dramatist or the person who writes dramatic literature and play writing is the act of making.

In 11.2.3.3, you learnt about a film script as a piece of writing that is used in a film. These writings are dialogues between characters and story map is graphic representations of the various components and sequence of events of a story, which clearly outlines the relationships to each other.

In 11.2.3.4, you reviewed a drama by evaluating the elements of a PNG drama. You utilized the different elements of PNG drama learnt in 11.2.2.1, literary, technical and performance to analyse a PNG drama.

In 11.2.3.5, analysed a film review by studying a short sample of a film review, identified its genres and the different parts of the film. You also fill in a film review form and identified the aspects of a film.

In the next unit, we will look at Cultural Contexts : Part 1.



UNIT 11.2 ANSWERS TO LEARNING ACTIVITIES

Learning Activity 1

1. Journey refers to the experience of changing or developing from one state of mind to another. Examples of journeys are physical, spiritual and psychological.
 2. Quest is a literary word which is a difficult search for something that is valued. Example: quest for personal glory or common good.
-

Learning Activity 2

Literary	Technical	Performance
<p>PLOT</p> <ol style="list-style-type: none">1. Late one afternoon in the entertainment area in Bud's house.2. Conflict arises when Heni asks about an expensive watch. Bud mentions the boys have to leave before his sister comes.3. The sister turns up and ask them to leave,4. Bud is reluctant because it is bad manners. Eventually Bud's friends leave.	<p>Afternoon lights, bar, guitar, cigarettes and artifacts on the wall.</p>	<p>Characters are Heni, Bud, Yapsi Boy, Wuna and Carol.</p> <p>Carol's facial expression on Bud's Rascals friends,</p>

Learning Activity 3

1. Costly-expensive
 2. Watch-clock
 3. Criminals-rascals
 4. Down-descending
 5. Elder-grownups
 6. White man-European
-

**Learning Activity 4** (*Sample of a legend from ENB, by Freda Militan-Wallum*)**How the coconut is shaped like the head of a human being**

Once upon a time, there lived a mother and her son in a cave on an island. They were the only ones that lived on one end of the island while on the other end lived a monster. The mother and her son did everything together. They hunt, fish and did the gardening together.

One day, the son decided to go out hunting by himself. He left so early in the morning with his spear and bow and arrow. Soon he saw a beautiful cuscus and chased it further into the jungle, forgetting he was moving into the monster's territory.

Suddenly, he heard a loud roar. He stopped and turned around only to see a huge club being swung at his face. He let out a loud cry and fell to the ground. The monster picked him up and took him to his house. He cut off his head and threw it outside the cave. The head rolled all the way, down the mountain and down to the beach.

His mother came out looking for his son. She found the head on the beach. She cried and took it home. She buried it next to the entrance of the cave. The next morning, she woke up to find a long palm growing with big green nuts on it.

She climbed the coconut tree and took off some off the nuts. She removed the husks and found a nut. The nut had two eyes and it was just like a human head. She cried when she thought of her son.

To this day, you will find all coconut trees have nuts that shape like a human head.

Learning Activity 5

1. down
2. like
3. good
4. domestic
5. to start

Learning Activity 6

Literary	Technical	Performance
1. Three little pigs in front of their house. They decided to cook garden food.	Stage House Lights	Wolf and three little pigs.



2. A wolf is nearby watching. 3. He wants to have them for his meal. 4. The clever pigs chases the wolf a way.	Market	
--	--------	--

Learning Activity 7

Words	Meaning 1	Meaning 2
1. mean	Bad mannered.	Definitions of a word or situation.
2. knob	A small piece of butter	A round handle of a door.
3. perish	To die	To rot
4. club	A heavy stick	A place that offers food or entertainment.
5. giggle	A silly laugh	Something amusing, a joke

Learning Activity 8

- A. Step 1: Read and study the script. It should take you five minutes.
B. Step 2: Outline the play by filling in the table.

Plot	1. A wolf and three little pigs lived next to each other. 2. The wolf had always wanted to eat the three little pigs. 3. He decided to pay a visit to see if there is any chance to eat them. 4. Clever comes back from the market and notices the wolf. 5. She chases the wolf away.
Character	A wolf and three little pigs.
Setting	In front of the three little pig's house.
Climax	He decided to pay a visit to see if there is any chance to eat them.

- C. Step 3. Development of product. Fill in the table below.

Costumes	Wolf dressed in black robe. Clever dressed smartly. Silly and Lazy dressed in rags.
----------	---



Lights	It will be acted during the day.
Stage	The stage will be set as in front of the three pigs house.
Sounds	Soft music playing in the background.

D. Step 4: Now you can rehearse your play.

E. Step 5: After your rehearsal is considered perfect, you can now perform your play before an audience. Use the evaluation form on pages 27 to 28 to assess your performance.

Learning Activity 9

Nouns	Verbs	Adjectives	Adverbs
John Mary he daughter group of men the police issues the couple	Was Had just woken, see looks out gathering weeping discussing learnt to start to cry to become began to ask to happen to listen to decide to go shot take revenge to find out	lovely	uncontrollably angrily

Learning Activity 10

Scenery	Caravan Park by the sea, a storm strikes
Costumes	Magic wands, actors wearing jeans and shirts
Props	A boat, a car, a purse, stove



Lights	Dimmed lights, flashing white bright lights,
Sound	Sound of wind and sea waves breaking, sound of rain drops
Performance	Done on stage.
Make up	Female actor with wet dredging long hair, male actor with wet clothes
Stage management	Curtains on stage, a car and a boat, rain drops, lights depicting lightning.

Learning Activity 11**A.**

1. because
2. as long as
3. unless
4. while
5. so that
6. even if
7. until
8. while
9. unless
10. although

B.

1. in
 2. of
 3. until
 4. for
 5. at
 6. after
 7. by
 8. until
 9. from
 10. since
-

Learning Activity 12

1. the
 2. an, a
 3. her, the
 4. the, the
 5. a, by
-

Learning Activity 13

1. The actors of the movie were told to perform well.
 2. The director of the movie was pleased with the performance.
 3. "Come here!" John said. "Never do that again."
 4. The rain disturbed the open air performance.
 5. The scene was not displayed well.
 6. Lucy and Tukana were the main characters in the film.
 7. The Prime Minister of Papua New Guinea is the Honourable Peter O'Neil.
-

**Learning Activity 14**

1. A film composes of a series of slow motion pictures that are produced. There are about a thousand of pictures that seen in a second that makes up what we see as a film.
2. Some restrictions are traditional beliefs, taboos and religious beliefs.
3.
 - a. Tragedy
These are films that have sad endings. The film titled, 'Mr. Pip' is a classic example of a tragedy.
 - b. Horror
This is an example of a film that depicts horror or frightening situations. An example of a play would be one presented by the Health Department on the awareness of HIV- AIDS.
 - c. Comedy
The purpose of a comedy is to make people laugh. This is a common film presentation in PNG. The film "Tukana, Husait Em Asua" is a classic example of this movie.

Learning Activity 15**Film Review**

Title	Mona Lisa Smile
Genre	Tragedy
Producer	Fredward Johanson
Characters	Kirsten Dunst, Julia Stiles, Maggie Gyllenhaal, Ginnifer Goodwin, Dominic West, Juliet Stevenson, Marcia Gay Harden, John Slattery, Marian Seldes
Literary elements used	In 1953, Katherine Ann Watson (Julia Roberts), a 30-year-old graduate student in the department of Art History at UCLA, takes a position teaching "History of Art" at Wellesley College, a conservative women's private liberal arts college in Massachusetts, because she wants to make a difference and influence the next generation of women. At her first class, Katherine discovers that the girls have already memorized the entire syllabus from the textbook, so she instead uses the classes to introduce them to Modern Art and encourages spirited



	<p>classroom discussions about topics such as what makes good art and what the Mona Lisa's smile means. This brings her into conflict with the conservative college president (Marian Seldes), who warns Katherine to stick to the syllabus if she wants to keep her job. Katherine comes to know many of the students in her class well and seeks to inspire them to achieve more for themselves as intelligent women than the expected convention of marriage to eligible young men. Joan Brandwyn (Julia Stiles) dreams of being a lawyer and has enrolled as pre-law, so Katherine encourages her to apply to Yale Law School, where she is accepted; Katherine finds her liberal sensibilities affronted when Joan's fiancé Tommy (Topher Grace) comments Joan "will always have that", intimating his own expectations of what his wife should be. Joan eventually elopes with Tommy, and professes to Katherine she is very happy—she had decided that what she wants most is to be a wife and mother after graduation and asks Katherine to respect her choice.</p> <p>Betty Warren (Kirsten Dunst) is highly opinionated and outspokenly conservative like her mother, who is also the head of the Alumnae Association. Betty doesn't understand why Katherine is not married and insists that there is a universal standard for good art. She writes editorials for the college paper.</p>
Technical Elements used	It was set in a school in a classroom. Young female teacher that teaches art.
Performance elements used	Young female with a kind and lovely voice.
Length of movie	117 minutes
When was it produced?	December 19, 2003
Recommendations	It is a very interesting movie and can be shown to all.

Learning Activity 16

A. 1. swam

2. applauded

3. leave

4. raining

5. leave

B. *(Below are some sentences that can be used as the answer to the exercise where you have to write two sentences each using "present tense"; "future tense" and "past tense". Please compare your answers with these sentences.)*



Present Tense	Future Tense	Past Tense
1. Every morning my mother wakes up at 05.30 in the morning.	1. Next month some people from my village will travel to Lae.	1. Last week my friend's father bought a new car.
2. The Moslem people pray five times a day.	2. Tomorrow I will go to the market to buy vegetables for our mumu.	2. In 2011 our family visited Australia for the first time.

Learning Activity 17

1. End 2. Middle 3. Beginning 4. Middle 5. End

Learning Activity 18

1. watches
2. revealing
3. carries
4. takes
5. seated
6. passes
7. reaches
8. see
9. turns
10. leans

Learning Activity 19 (*This is a sample answer to compare with your own*)**Film Evaluation Sheet**

Title	Star wars	Cinderella	Fast and Furious	The Big Fish	Transporter
Criteria					
1. Originality	4				
2. Good story	4				
3. Sequences	4				



4. Good cinematography /Good actors	5				
5. Profound message	4				
6. Realism/ Accuracy	4				
7. Good setting	5				
8. Soundtrack	5				
9. Special effects	5				
10. Composition	4				
11. Theme	4				
Total Score	48				
Rate	Great				

Learning Activity 20

Past Perfect	Present Perfect	Future Perfect Tense
1. Jedidiah had taken the rubbish to the rubbish bin. 2. Mary had woken up with a smile. 3. My father had owned this small shop for two years before he sold it in 2010.	1. Jedidiah has gone to the movies. 2. Mary and Jedidiah have used up the glue. 3. We have seen the movie "Monalisa Smile" three times.	1. Jedidiah would have taken the rugby ball home. 2. Mary would have gone home by three o'clock today. 3. By the time I get home, mother would have cooked dinner for the whole family.

**Learning Activity 21**

Characters	Man 1, 2, 3, 4, 5, 6 and 7. Bob, Marianne, people at the cinema, an old man
Story organisation	Begins at the theater. Mary and Bob arrived late. They can't find a seat and they block off people's view in the process of moving towards empty seats.
Exposition	Begins at the theater. Mary and Bob arrived late. They can't find a seat and they block off people's view in the process of moving towards empty seats.
Conflict	They come in late and disturb the ones who arrive there early for the movie. They make a lot of noise when eating.
Suspense	Disturbs other movie goers
Theme	Always have respect for other people.
Language	Mild
Style	Marianne wore clothes that were revealing.

Learning Activity 22

1. Rain is good for all living things.
2. School is important.
3. Swimming is a form of sports that involve people of all ages.
4. Home is where learning starts.
5. I love my parents.

Learning Activity 23 (*Below is Sample of a Dialogue for you to compare with your own.*)

Paula: Mom, I am home.

Mrs. Johnson: How was school? How did you do on your English test?

Paula: School was OK, and I did great on the test. Mom, I was so worried about that test, but now I feel great. What a relief!



Mrs. Johnson: I am glad to hear that. You have been studying so hard the past few weeks. Now, you can relax and enjoy life.

Paula: What are you cooking? It smells so good.

Mrs. Johnson: I am baking cakes. This is your favourite carrot cake.

Paula: It looks really yummy. And I see cup cakes over there too. You were busy, weren't you?

Mrs. Johnson: Well, your brother, Peter, has to take something to school tomorrow. So, those cup cakes are for him. Don't touch them.

Paula: Can I have a piece of carrot cake? I want to enjoy life right now.

Mrs. Johnson: You don't want to wait until after dinner?

Paula: The cake looks inviting, and I bet it is delicious. No, I don't want to wait. Can I, mom?

Mrs. Johnson: Alright, but only a little piece, okay? Soon we'll have dinner.

Learning Activity 24

A. *(A sample of a short play script.)*

ACT 1

The Annoying Boy

John and the mother lived in a Saraga Settlement in Port Moresby. John's mother sells scones and cordial to earn a living. But John is not a helpful person.

Mother: John, come with me to the market.

John: 'Mi taied ya!' (I am tired)

Mother: ' Olgeta dei, u tok les, les!' (Every day you say, tired, tired)

John: "Go la!" (Go on)

Mother leaves with the heavy bilum on her head for the market. As she crosses the road, she did not see a car coming from her left hand side. The car bumps her and she dies instantly.

B. *(Use the evaluation form on page 73 to assess your performance.)*

**Learning Activity 25**

1. Rain

Rain is good for all living things. It provides water for the growth of plants and water for the animals that live on the land to drink and for human beings to drink too. My little garden needs all the rain water to help my small cabbages to grow. The rain is one feature of the three stages of the water cycle. Rain falls on the earth and then is evaporated back into the sky through a process called evaporation in a gaseous form and becomes concentrated as the air gets cooler in the sky, becoming as clouds in the sky, the more cooler it becomes it also transforms into a solid state known as ice crystals and can fall back to earth as snow or hail storms or when it becomes warmer in tropical parts of the earth it falls back as rain.

2. School

School is important. It helped me to learn a lot of things I see, but didn't know how it is? Or how it became to be? Or, the new things I had no idea about it helped me to understand. Not only do you learn but, you also can meet great people like teachers and of the many students you are sure to meet some great ones you will treasure for a lifetime of friendship and fun. I have three of my best friends at school we are in the same class.

3. Swimming

Swimming is a sport. I was really proud when Ryan Pini our PNG representative swimmer won the gold medal in a swimming contest at the 2006 commonwealth games in Melbourne, Australia. In the sport of swimming you have to dedicate your time in constant practice and exercise so that you are able to be the best in the sport of swimming. And I also love swimming in the river as a pastime with my friends.

4. Home

Home is where learning starts. Always listen to the elders. Experience is one thing we do not have so the elders are there to guide us at home first. We think learning starts at school but it actually starts at home and I believe that. In our house, we have a song that goes like this; cooperation is a big word, and so as obedience. So when you do what the papa says do what the mama says it simply makes a big difference. That song makes us pay attention to mummy and daddy and of course our grannies too, to direct and advise us and counsel me and all my brothers and sisters.

5. Parents

I love my parents. My mum and dad are poor and modest, but I love them because they love me. They don't lie to me and they are honest and fair. My mum loves my dad and we are all happy. My parents always make sure I have something to eat and that I am always smiling. Without my parents I wouldn't be who I am.

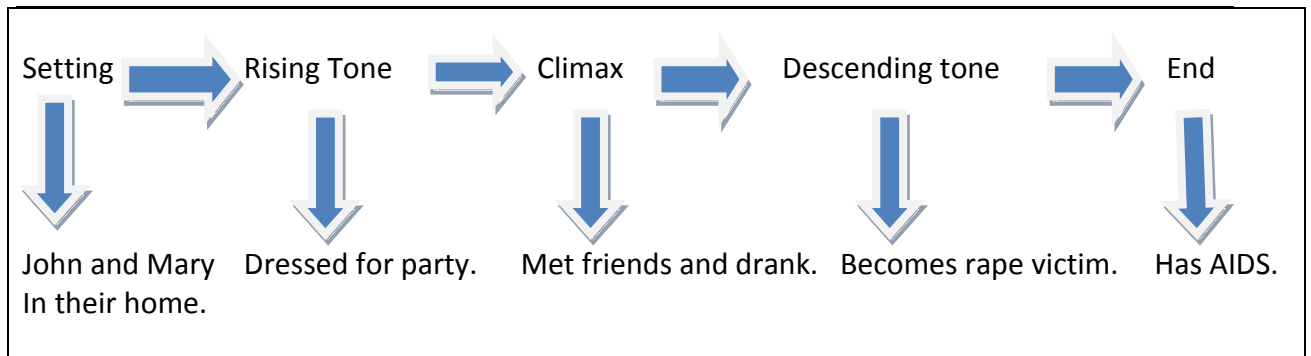
Learning Activity 26

1. Beginning
 2. Middle
-



3. End

Learning Activity 27 (*Sample of a story map and film script.*)



PLOT

Setting:	Characters: John and Mary
Rising tone:	Dressed for party. They were already drunk.
Climax	Met friends and drink out of control. Criminals came and held them up.
Descending tone:	Mary becomes rape victim
End:	Goes for check and finds out that she has Aids.

Script of movie

ACT 1

Mary and John were a young couple living in Port Moresby. One Friday night they decided to go partying.

MARY: "John, hariap nauu!"

John: "Mi kam!"

ACT 2

Soon they were at the party drinking all night with friends.

Friends: "Let's go look for cheap beer".

John: 'OKAY!'

They drove to Morata 5. Rascals came held them up. They took Mary away and raped her. Police came rescued her.

ACT 3

At the Hospital.

Doctor: "Sorry, You have been infected with HIV AIDS".

**Learning Activity 28**

1. have
2. is
3. wants
4. appear
5. is

Learning Activity 29

Literary	Technical	Performance
<p>1. Umataru and Demesa were dancing in a night club.</p> <p>2. Conflict arises when Umataru's brother, Solo, arrived with her cousins and confronted Demesa.</p> <p>3. Solo punched Demesa for bringing Umataru to the night club.</p> <p>4. Mamali hit Umataru for lying to her parents and went to the night club without their knowledge and permission.</p> <p>5. Umataru's hair was cut really short as a punishment.</p> <p>6. Umataru was shocked and devastated when she found out that her beautiful hair was gone.</p> <p>7. Solo spoke strongly to Umataru and reminded her not to lie to their parents ever again and to leave Demesa.</p>	<p>1. A night club</p> <p>2. Umataru's room</p>	<p>1. People were talking.</p> <p>2. People were drinking.</p> <p>3. People were dancing.</p> <p>4. Solo punched Demesa.</p> <p>5. Mamali hit Umataru.</p> <p>6. Umataru woke up.</p> <p>7. Umataru found out that her hair had been cut really short.</p> <p>8. Umataru cried and screamed.</p> <p>9. Solo came and spoke strongly to Umataru</p>

**Learning Activity 30**

1. ingenious
 2. official
 3. respectable
 4. defective
 5. respective
 6. notorious
 7. Illicit
 8. indelible
 9. defective
 10. respectful
 11. Inedible
 12. civility
 13. servility
 14. momentous
 15. officious
-

Learning Activity 31

1.
 - a. horror
 - b. tragedy
 - c. humorous
 2. Film parts
 - a. beginning
 - b. middle
 - c. end
-

Learning Activity 32 (*Sample of a Film Review form*)**A.****FILM REVIEW FORM**

TITLE	The Walking Dead
GENRE	Serial drama[1] Horror[2]



SETTING	Location(s) Georgia
CHARACTERS	Rick, the governor, Hershel, Daryl, Mika, Carol, Judith, Dr. Porter, Joe, Glen and Toa.
PLOT	<p>The fourth season begins several months following the close of the third season, where life has become relatively peaceful for the growing number of survivors at the prison. Rick made the decision some time ago to renounce his role as the group's leader, in which a council was formed as a replacement.</p> <p>Meanwhile, a flashback reveals that the Governor was abandoned by his remaining henchmen following the failed attack on the prison; it then depicts Woodbury burning at the hands of the Governor, before forwarding to the present where the Governor is shown disheveled and wandering aimlessly.</p> <p>The Governor finds Michonne and Hershel outside of the prison and takes them hostage. He arrives at the gates with his new-found army and threatens to kill the hostages.</p> <p>Following the battle, the survivors are split into different groups traveling separately; each encountering a variety of obstacles as they search for "Terminus", a place described as a "sanctuary for all" by many signs posted along a series of railroads.</p> <p>Meanwhile, Daryl encounters a hostile group of men led by a man named Joe. He allows Daryl to join under the condition that he lives by their code – a strict set of rules punishable by beatings and even death if broken.</p>
WRITER	The Walking Dead by Robert Kirkman Tony Moore Charlie Adlard



PRODUCTION COMPANY	<ul style="list-style-type: none">• AMC Studios• Circle of Confusion• Darkwood Productions• Valhalla Motion Pictures• Valhalla Entertainment• Idiot Box Productions
DATE OF PREVIEW	1.4 Season 4 (2013–14)
IS IT A SERIES OR MOVIE?	Series
OPINION	I like horror movies so I very much liked it.

B. (Sample of a summary) – to be compared with your own work:

The Walking Dead is an American post-apocalyptic horror drama television series developed by Frank Darabont. It is based on the comic book series of the same name by Robert Kirkman, Tony Moore, and Charlie Adlard. It stars Andrew Lincoln as sheriff's deputy Rick Grimes, who awakens from a coma to find a post-apocalyptic world dominated by flesh-eating zombies. He sets out to find his family and encounters many other survivors along the way.

The Walking Dead premiered on October 31, 2010, on the cable television channel AMC in the United States. It premiered internationally during the first week of November 2010 on Fox International Channels. Based on its reception, AMC renewed the series for a second season of 13 episodes, which premiered on October 16, 2011. Two episodes into the second season, AMC announced that the show would return for a third season of 16 episodes, which began airing on October 14, 2012.[8] On December 21, 2012, AMC renewed The Walking Dead for a fourth season of 16 episodes, which premiered on October 13, 2013. On October 29, 2013, AMC renewed it for a fifth season, which premiered on October 12, 2014. On October 7, 2014, AMC renewed it for a sixth season.

The series has been well received by critics[13][14] and has been nominated for many awards, including the Writers Guild of America Award[15] and the Golden Globe Award for Best Television Series – Drama. It has also attained strong Nielsen ratings, surpassing various records for a cable series, including viewership of 17.3 million for its season five premiere, making it the most-watched drama series telecast in basic cable history.



Learning Activity 33

1. Grease
2. Married
3. Cats
4. Cents
5. Peach
6. Guns



STUDENT'S QUESTIONNAIRE

Course _____

Dear Student,

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

Please tick the appropriate box.

Items	Excellent	V. Good	Good	*Poor	
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"/>	_____

Note: Give specific examples if poor (For example: Units & Pages)



STUDENT'S AND TEACHER'S COMMENTS

My Problems or Comments

Do you have any problem you need advice on?

Do you have any comments about the course book?

If you do, then write them in the space provided.

Dear Teacher,

My Problems:

Comments on the Unit Book



GLOSSARY

A

analyse : To study something carefully. e.g: The detective analysed the evidence in the robbery.

analytical : Using a logical method of thinking about something in order to understand it, especially by looking at all the parts separately. E.g. Our science teacher has a clear analytical mind.

antonym: A word that has the opposite meaning of another word. e.g. Sweet and sour, up and down and hot and cold are antonyms.

artifact: A handmade object, as a tool, or the remains of one, especially such an object found at an archeological excavation. E.g. The National Museum has an extensive collection of rare and valuable PNG artifacts.

atmosphere: 1. The air that surrounds the earth. E.g. Before the first space flights, no person had ever travelled beyond the earth's atmosphere. 2. The mood or influence that surrounds a place. E.g. Our house has a happy atmosphere at holiday time.

attempt : To make an effort to do something. E.g. The prisoners attempted to escape from jail.

audience: 1. A group of people gathered to hear or see something. The audience at the theater applauded the actors in the play. 2. All the people that give attention to something. E.g. That television program has a large audience.

B

broad : 1. Having a distance larger than usual from side to side. E.g. My auntie's yard is very broad, it is a good place for me to play soccer with my friends. 2. covering a large number and wide scope of subjects. E.g. Our new English teacher has a broad range of experience.

C

character: 1. All the qualities that make a person who she/he really is. E.g. You can judge a person's character from the way he feels, thinks and acts. 2. A person in a book, play, story or a motion picture. E.g. Who is your favorite character in the movie "Mona Lisa Smile"?

climax: The highest point. The climax of the movie was when the police chased the robbers and finally caught them.

collaborative: something accomplished by working together with others. E.g. With a



collaborative effort, a big job can be completed in very little time.

coma: 1. In medicine a coma is a state of unconsciousness in which a person cannot be awakened. E.g. Sadly, our grandmother has been in a coma for about three weeks now. 2. In Grammar a coma is a punctuation mark (,) used to indicate a pause in a sentence or separates items in a list. E.g. My best friends are Richard, Tom and Lisa.

conflict: 1. the internal or external struggle between opposing forces, ideas, or interests that creates dramatic tension in a story. E.g. Mrs. Simpson's diary was a record of her inner conflicts. 2. A situation in which people, groups or countries are involved in a serious disagreement or argument. E.g. The government has not done much to resolve the conflict over the nurses' pay in Goroka.

construct: To make by putting parts together. E.g. The government has plans to construct a new highway connecting Goroka to Kundiawa.

contemporary: Belonging to the present time; it has the same meaning with modern. E.g. contemporary music / fiction/ dance /drama. The sentence "Life in contemporary Japan" has the same meaning as "Life in modern Japan".

convention: The way in which something is done that most people in a society expect and consider to be polite or the right way to do. E.g. By convention Catholic priests are always men.

D

domestic: 1. Having to do with the home and family. E.g. Mr. & Mrs. Ali take turns doing the cleaning, cooking and other domestic chores in their house. 2. Not wild. E.g. Cats and dogs are domestic animals.

drama: A story that is written for actors to perform on stage. E.g. Last month the Moresby Arts Theatre performed "Which Way, Big Man?" – a drama written by Nora Vagi Brash.

E

element: 1. One of the materials out of which all other things are made up. E.g. The movie "The Walking Dead" has all of the elements of a good horror film. 2. One of the parts that something is made of. E.g. Words are the elements used to build sentences. 3. A small amount of an emotion or quality. E.g. There was certainly an element of truth in what Peter was saying in court this morning.

employ: To pay someone to do work; to hire. E.g. During the Christmas season Brian Bell stores always employ extra workers.

episode: One part of a series of events in a story. E.g. Last night I watched the third episode of the "Home and Away" television series.



ethic: Moral principles that control or influence a person's behavior. E.g. If you have to sacrifice your ethics to keep a job, it's time to look for another one.

exposition the "who, when, where and what" part of the play.

F

form: 1. .

funny: 1. Causing laughter. E.g. Tina told us a very funny joke last night. 2. Strange; Odd. E.g. I think it's funny that Martin never told his surname.

G

genre: means the type of art, literature or music characterized by a specific form. For example, literature has four main genres: poetry, drama, fiction and nonfiction.

H

hideous: very ugly. E.g. Tom wore that hideous costume during our play last week.

hilarious: extremely funny. E.g. John told a hilarious story that made his whole class laugh.

I

identify: to establish or indicate who or what (someone or something) is. E.g. The judge ordered Mrs. Kini to identify the person who attacked her.

J

journey: 1. An act of travelling from one place to another. E.g. Mount Hagen to Kundiawa is a four hour journey by bus. 2. A long and sometimes difficult process of personal change and development. E.g. I read with interest the main character's journey in the play "Which way, Big Man?"

L

language in drama the 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.

legend: A story passed down through the years that many people have believed, but that is not entirely true. E.g. A legend from the Morobe Province told a story of How the Cassowary became a Flightless Bird.



lyrics: The words written for a song. E.g. Fr. Albert taught the small children in his village the lyrics and the melody of the song “He’s Got the Whole World in His Hands.”

M

moral: 1. Standards of behavior; principles of right and wrong. E.g. Whether or not to report that his friend had cheated during the Math Exam was a moral question Stephen must answer for himself. 2. A lesson about right or wrong that is taught in a story or from real life. E.g. The moral of the story was “Don’t put off until tomorrow what you can do today.”

P

parody: An imitation of a particular writer, artist, genre or person with deliberate exaggeration to produce a comic (funny) effect. The humorous effect in parody is achieved by imitating and overstressing noticeable features where certain peculiarities of a person or a writer are highlighted to achieve a humorous effect. For example, when an actor in certain TV program imitates the way the Chinese or the Indians speak English – his imitation of the Chinese or Indian accent is a parody.

perceptions: The way in which something is regarded, understood or interpreted. E.g. Her visit to the orphanage changed Mary’s perceptions of the people in this village.

physical: 1. Having to do with the body. E.g. A weight lifter has great physical strength. 2. Having to do with things that we see in nature. E.g. The map of Papua New Guinea shows mountains, rivers, lakes and other physical features of the country.

post-apocalyptic: 1. Relating to the time following a nuclear war or other catastrophic event. E.g. Mel Gibson starred in the post-apocalyptic action picture the “Mad Max. 2. Denoting or relating to the time following the biblical Apocalypse. E.g. Post-apocalyptic fiction is set in a world or civilization after such a disaster that ruins the world.

premiere: The first performance of a musical or theatrical work or the first showing of a film. E.g. The new musical “Singing in the Rain” is having its world premiere at the Kodak theatre tonight.

psychology: The study of the mind and the way people behave. E.g. My older brother graduated with a degree in Psychology from the University of Papua New Guinea last year.

psychological: affecting or arising in the mind, related to the mental or emotional state of a person. E.g. After being observed for a week, the doctors concluded that the victim had sustained physical and psychological damage.

Q

Quest – an old fashion or literary word. It is a long and difficult search for something especially something that you value

**R**

rehearse: To practice or to train in order to prepare for a performance. E.g. The director of “Hamlet” in our city insisted that all of the actors must continue to rehearse until they memorized well all of their lines.

revenge: The action of hurting or harming someone in return for an injury or wrong doing suffered. E.g. Yesterday Village Council advised everybody in my village not to take any law into their own hands by committing revenge.

revenue: 1. Money that is made from property or other investments. E.g. The Steamship company’s revenue rose last year. 2. The money that a government makes from taxes and other sources. E.g. It had been predicted that LNG would bring Papua New Guinea a lot more revenues next year.

rhythm: A regular or orderly repeating of sounds or movements. E.g. As the Manus dancers entered the stage; we could hear the fast and joyful rhythm of the garamut drums.

S

sacred: Belonging to God or a god; having to do with religion. E.g. A church is a sacred place for the Christians.

scenario: 1. A written outline of a novel, film or drama giving details of the plot and individual scenes. E.g. Our English home work was to write the scenario of Vincent Eri’s novel, The Crocodile. 2. A setting, in particular for a work of art or literature. E.g. The scenario of the film, Mr. Pip, is Bougainville.

secular: Not connected with religious or spiritual matters. E.g. The public schools give a secular education.

sound – Pronouncing a letter clearly.

spiritual – Relating to people’s deepest thoughts and beliefs and physical surroundings

stanza – a verse of a poem.

story organization – three parts and these are beginning, middle and end.

stub out: To extinguish the burning end (of a cigarette) by crushing it against a solid object. E.g. He stubbed out his cigarette in the ashtray.

style is the shaping of dramatic material, settings, or costumes in a deliberately realistic or nonrealistic manner.



suspense – a feeling of uncertainty as to the outcome, used to build interest and excitement on the part of the audience.

T

taboo: A social or religious custom prohibiting or restricting a particular practice or forbidding association with a particular person, place or object. E.g. It is a taboo in my village for a brother to enter his sister's bedroom.

theme: the basic idea of a play; the idea, point of view, or perception that binds together a work of art. E.g. The theme of the movie "Mona Lisa Smile" is education, if taken seriously, can prepare women to be independent.

turbulent – very violent and not controlled

V

values: 1. The worth, usefulness, or importance of something. E.g. The value of land in Port Moresby has gone up in recent years. 2. Principles or standards of behavior, one's judgment of what is important in life. E.g. Certain tribes in Papua New Guinea value men much more than women.

venue: The place where something happens, especially an organized event such as a meeting, concert, drama performance, conference or sports competitions. E.g. The venue of the play "The Princess Bride" is Moresby Arts Theatre.

verse: 1. A section of a poem or song; stanza. E.g. I only know the first verse of the song "The Prayer". 2. The short parts into which the chapters of the Bible are divided. "John has memorized all of the verses of the Psalm."



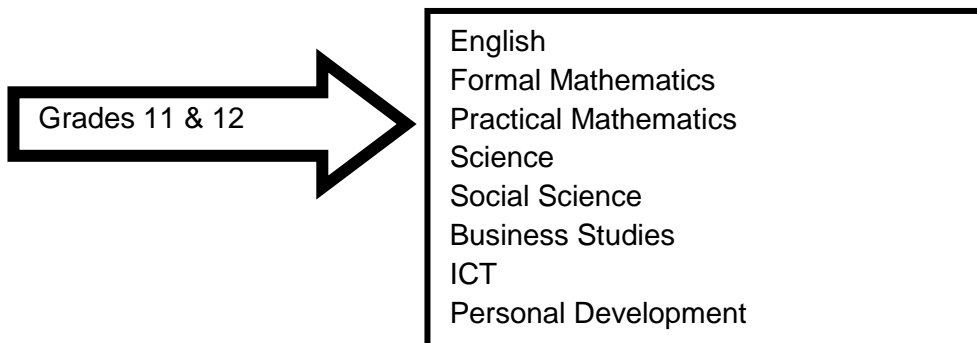
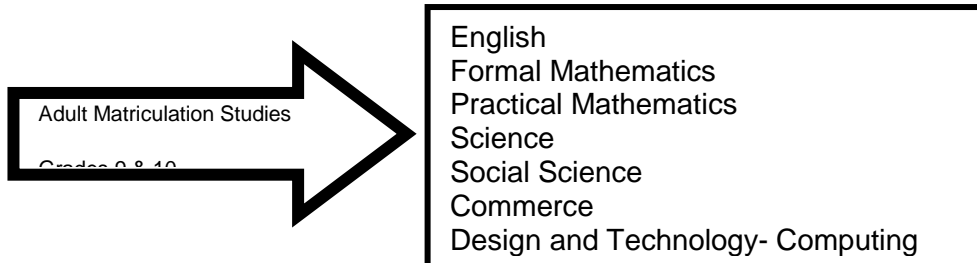
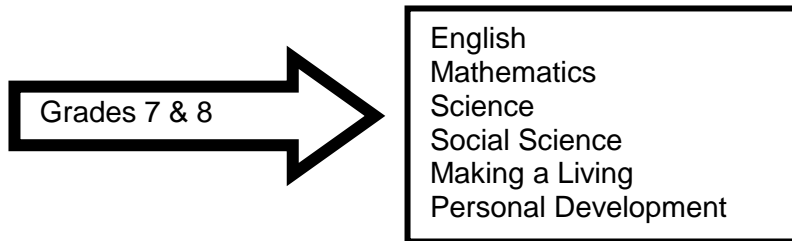
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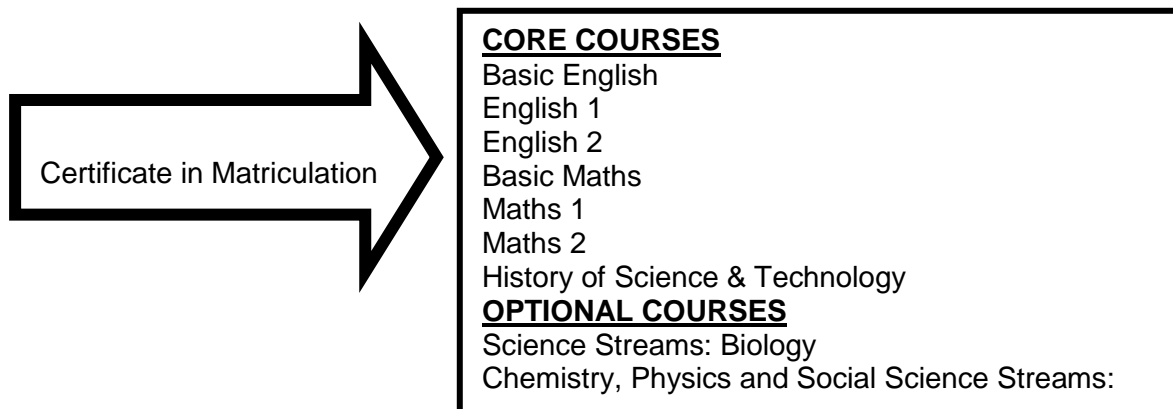
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SUBJECT AND GRADE TO STUDY



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



REMEMBER:
You must successfully complete 8 courses: 5 compulsory and 3 optional