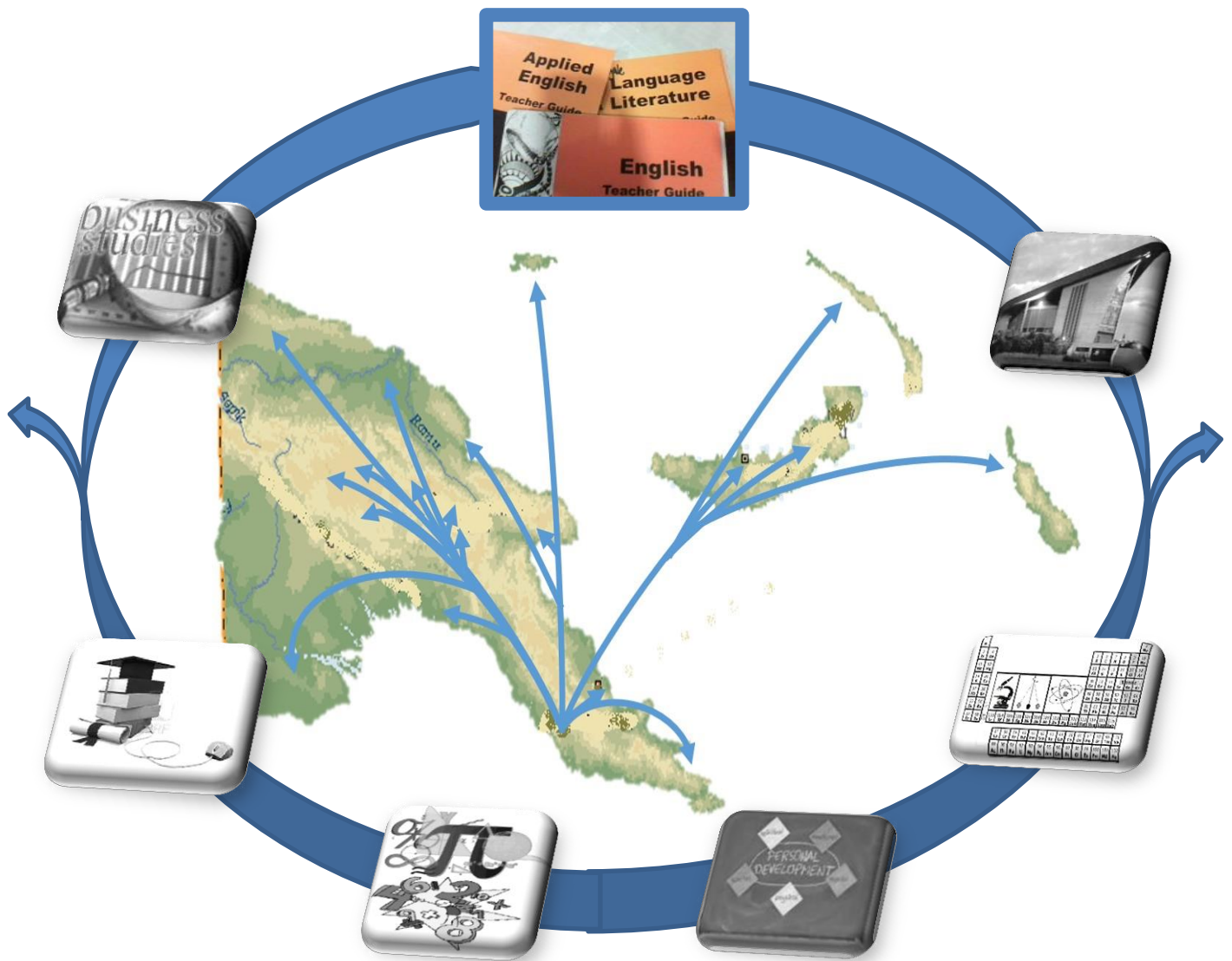




DEPARTMENT OF EDUCATION

GRADE 11 LANGUAGE AND LITERATURE COURSE

MODULE UNIT 11.3



**FODE DISTANCE LEARNING**



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

**Writers:**

Fredah Militan-Wallum

Yogiarti Barampataz

**Grade Coordinator:**

Otsie Omas Morgan

**Module Coordinator:**

Geraldine Cortez Cabañero

**Editor:**

Immaculate Runialo – Subject Language Editor

**Subject Review Committee:**

Susan Nathaniel, CDAD

Otsie Omas Morgan, FODE

Geraldine Cabanero, FODE

Cleofe Dagale, FODE

Lucy Joseph, FODE

Priscilla Vuvu, FODE

Regina Konga, FODE

Esther Maragau, Jubilee Secondary School

Rachel Pamben, Jubilee Secondary School

Greta Henry, Gerehu Secondary School

Ms Silas, Gerehu Secondary School



## **GRADE 11**

### **LANGUAGE AND LITERATURE (11.3) MODULE**

#### **CULTURAL CONTEXTS: PART 1**

**11.3.1: DEFINITION AND RESEARCH**

**11.3.2: NOVELS 2**

**11.3.3: DOCUMENTARIES**

**11.3.4: WRITING WORKSHOP 3**



### **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

© Copyright 2017, Department of Education  
Papua New Guinea

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

**ISBN: 978-9980-89-603-2**

National Library Services of Papua New Guinea

Printed by Flexible, Open and Distance Education



---

**TABLE OF CONTENTS**

	<b>Page</b>
<b>SECRETARY'S MESSAGE</b> .....	5
<b>INTRODUCTIONS</b> .....	7
<b>LEARNING OUTCOMES</b> .....	8
<input type="checkbox"/> <b>11.3.1 DEFINITION AND RESEARCH</b> .....	<b>9</b>
<input type="checkbox"/> <b>11.3.1.1</b> The Melanesian Way .....	9
<input type="checkbox"/> <b>11.3.1.2</b> My Cultural Identity .....	20
<input type="checkbox"/> <b>11.3.1.3</b> Cultural Identity in Poems .....	28
<input type="checkbox"/> <b>11.3.1.4</b> Cultural Identity in Short Stories .....	33
<input type="checkbox"/> <b>11.3.2 NOVELS</b> .....	<b>38</b>
<input type="checkbox"/> <b>11.3.2.1</b> Cultural Aspects and Issues in Novels.....	38
<input type="checkbox"/> <b>11.3.2.2</b> Cultural Identity in Novels .....	40
<input type="checkbox"/> <b>11.3.2.3</b> Analysing a Novel .....	45
<input type="checkbox"/> <b>11.3.3 DOCUMENTARIES</b> .....	<b>47</b>
<input type="checkbox"/> <b>11.3.3.1</b> Elements of Documentary .....	47
<input type="checkbox"/> <b>11.3.3.2</b> Viewing Documentary Excerpts .....	59
<input type="checkbox"/> <b>11.3.3.3</b> Documentary Analysis .....	63
<input type="checkbox"/> <b>11.3.4 WRITING WORKSHOP 3</b> .....	<b>64</b>
<input type="checkbox"/> <b>11.3.4.1</b> Essay Writing .....	64



<input type="checkbox"/>	<b>11.3.4.2</b>	Summarizing a Documentary .....	73
<input type="checkbox"/>	<b>11.3.4.3</b>	Writing a Book Report .....	74
<input type="checkbox"/>	<b>11.3.4.4</b>	Writing and Delivering a Speech.....	83
	<b>SUMMARY</b> .....		92
	<b>ANSWERS TO LEARNING ACTIVITIES</b> .....		94
	<b>STUDENT’S QUESTIONNAIRE</b> .....		118
	<b>STUDENT’S AND TEACHER’S COMMENTS</b> .....		119
	<b>GLOSSARY</b> .....		120
	<b>REFERENCES</b> .....		130



## SECRETARY'S MESSAGE

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

This course is part and parcel of the new reformed curriculum – the Outcomes Based Education (OBE). Its learning outcomes are student-centred 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. LUKE KOMBRA PhD**  
Acting Secretary for Education



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 11.3: CULTURAL CONTEXTS: PART 1**

---

### **INTRODUCTION**

This module is designed to help you achieve the learning outcomes for Unit Three (3).

In Unit 1, you explored the idea of journey 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 journey and quests means the search for knowledge, self-definition, political cultural awareness and even spiritual wellbeing of each individual.

In Unit 2, you were focused on reading and viewing, speaking and listening and writing.

You discovered a range of texts, and analyse and evaluated their purpose, intended audience and language features. There were a variety of texts from Papua New Guinea and other countries.

In Unit 3, you will focus on reading and viewing, listening, speaking and writing. You will research a cultural issue affecting Papua New Guinea, considering local and socio economic factors, and present findings and conclusions in the form of an illustrated seminar of power point presentations.

All the activities in Unit 3 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 3 Cultural Context Part 1, there are four topics. The topics are:

1. Definition and Research- You will learn about The Melanesian Way, My Cultural Identity, Cultural Identity in Poems and Cultural Identity in Short Stories.
2. Novels- You will learn about Cultural Aspects and Cultural Issues in Novels and you will learn how to analyse Novels.
3. Documentaries-You will learn about the elements of Documentary and complete a documentary analysis.
4. Writing workshop 3- You will complete activities in essay writing, summarise a documentary, write a book report and write and deliver a speech.

Each subheading contains different 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 and summarise a variety of text types on cultural issues in Papua New Guinea and around the world.
- Research a cultural issue affecting Papua New Guinea, considering local and socioeconomic factors.
- Learn and apply referencing techniques.
- View a documentary film or video on a cultural issue, and discuss its common main issues and perspectives.
- Plan, structure and write an argumentative essay.
- Discuss and evaluate the importance of language of origin as vehicle for personal and cultural identity.
- Write an analytical essay based on a novel, analysing the author's intention, literary style, and cultural context and evaluating gender, class religious cultural and social perspectives.



## 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. Do not pass any question without solving it first.



## 11.3.1 DEFINITION AND RESEARCH

### 11.3.1.1 The Melanesian Way



Honorable Powes Parkop, Governor of National Capital District.

#### What is the Melanesian Way?

It is quite difficult to define what a Melanesian way is; there may be several different thoughts and definitions of what it truly means. The word Melanesian in French means **black** and was first used by Jules Dumont d'Urville in 1832 to denote an ethnic and geographical groups of islands whose inhabitants he thought, were distinct from those in Polynesia and Micronesia.

From the Western end of the Pacific Ocean area to the Arafura seas and eastward to Fiji, the regions consist of Vanuatu, Solomon Islands, Fiji and Papua New Guinea.

Besides the independent countries, Melanesia includes: New Caledonia, a special collectivity of French, Maluku Islands and West Papua which are parts of Indonesia archipelago.



Map of Melanesian countries



Now, how can you define Melanesian way?

A simple definition for Melanesian way is the traditional practices and customary obligations that are used in Melanesian society, and are evident in the modern setting. The purpose is to promote and revive cultures and traditional indigenous tradition.

Now look at how diverse Papua New Guinea is.

### Diversity of Papua New Guinea

Papua New Guinea is a country that is very diverse in languages. There are over 800 different languages and with these languages come the different cultures. It is truly a difficult task getting to understand, how Papua New Guineans can work together to develop the country and at the same time consider the diverse traditional practices and customs of each ethnic group.

Some Melanesian practices are:

- Feasting where pigs, bananas and traditional shell money are shared or exchanged with others.
- Bride price payment where the groom's people pay monetary and goods to the bride's relatives.
- Sharing of betel nut in social gatherings.
- A huge family sharing food and shelter together.
- Wantokism where people from the same place help one another.

Now you will look at the advantages and disadvantages of Melanesian Culture.

### Pros and Cons in Melanesian Society

#### A Case of Wantok System

**Wantok** means someone who speaks the same language or someone from the same area. They are the indigenous people who speak the same language or 'Tok Ples' within the microsystem of a clan, each member is responsible for provision of house, food, opinion and a general sense of inclusion or benefits.

Pros or Advantages		Cons or Disadvantages
1.	Financial assistance.	1. When wantoks are in high offices, wantoks are not recruited upon merits.
2.	Food is shared.	2. Projects by government are often compromised.
3.	Security is guaranteed.	3. Contracts are awarded to wantoks who are incapable of doing the job well.
4.	Shelter is shared.	
5.	Traditions and customs are preserved when wantoks learn from each other.	



Now let us look at some examples of polite expressions.

### **Persuasive Techniques**

Here are three ways, which you can use to produce your arguments politely to readers.

#### **1. Using an Appeal to Readers**

Writers often use different kinds of appeals to persuade readers. They can be appeals to the readers for sense of justice or fairness. For example, “It seems unfair that only one group of people is benefiting from this development...” They can be appeals to national pride and feelings’. For example, “Surely, we should show that we are willing to improve our health system in the eyes of other Pacific nations.”

#### **2. Using Emotive Language**

Emotive language is the deliberate choice of words to elicit emotion (usually with the purpose to influence). Emotive language is designed to tell the readers facts, while at the same time influencing them to adopt (agree to) the writer’s opinion. This type of language makes the reader see something or someone in a particular way. For example, you could describe a development or event as a marvel to present it in a positive light, or as in a disaster.

#### **3. Using Analogy**

An analogy is a comparison used to make the reader see a situation in a certain way that will help persuade them. For example, ‘Not learning about how to re-cycle and re-use is like throwing away money.’

### **Polite Expressions to be used in argumentative writing**

Here are some phrases and conjunctions you can use when presenting arguments:

- One reason is,
- then again,
- a further argument is,
- but
- the most important point,
- rhetorical questions can also be useful such as ‘should we put up with this?’ or ‘is it right to ignore...?’ or ‘should we accept to stay being poor?’

Now, let us move to the next topic.

### **Building a Web of Ideas**

A web of ideas refers to a group of ideas on an issue that are brainstormed, and these ideas can be used in any written work, whether it is an argumentative or descriptive essay. The purpose of having a web of ideas is that it guides you in your writing.

Building a web of ideas is useful, whether you have only a small number of ideas, or you have too many. It can also help you when you don’t know how to organize your thoughts, and even when you don’t have any thoughts.

---

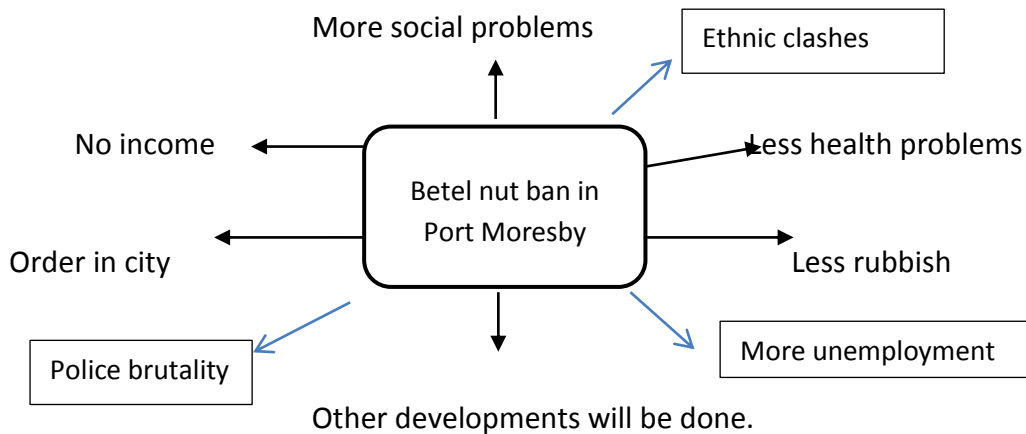


After finding out the topic of your written assignment, the most important thing is for you to write down any idea that comes to your mind. Continue writing your ideas or thoughts, at this stage, don't evaluate or organize them. You stop only, when you totally run out of idea.

Given below, is an example of a web of Ideas.

**Step 1: Constructing a web of ideas**

One pre-writing technique that is especially helpful is called **clustering**. In a cluster diagram, the central topic or component of an essay is presented visually, and is placed in the middle of the cluster. Ideas that can be used to write about the topic are organised as branches, to create a visual overview of the entire essay or report.



Now, you will complete an activity on constructing a web of ideas.

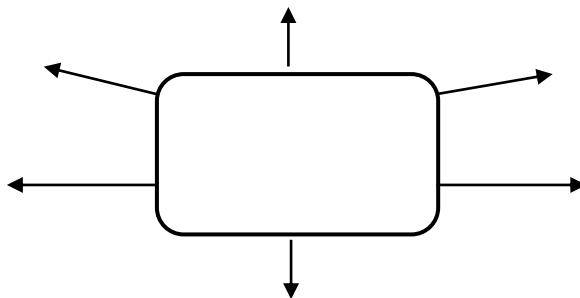


**Learning Activity 1**

Think about an issue and construct a web of ideas for it.



You have 10 minutes for this activity.



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

Now, let us move on to Step 2.

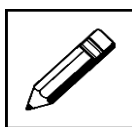
**Step 2: Grouping ideas into appropriate headings**

Look at diagram 1, and see how the various supporting ideas can be grouped into two headings, namely the advantages and the disadvantages of ‘Ban of betel-nut sale in the city’.

Topic: **Betel nut ban in Port Moresby**

Advantages	Disadvantages
1. Less rubbish 2. Less health problems 3. Other developments will be done 4. Order in the City	1. More health problems 2. More social problems 3. Defacing the city with red stains from Betel nut spit.

Now, you will complete an activity on Step 2.

**Learning Activity 2**

Following the example above, group the ideas you have brainstormed in Step 1 into advantages and disadvantages. Use the table given below.



You have 10 minutes for this activity.

Advantages	Disadvantages

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

**Step 3: Using the Web of Ideas to write Argumentative Essays**

In argumentative essays, you not only give information but also present an argument with the **PROS** (supporting ideas) and **CONS** (opposing ideas) of an argumentative issue. You should clearly take your stand, and write as if you are trying to persuade an opposing audience to adopt new beliefs or behaviour. The primary objective of argumentative essays is to persuade people to change beliefs, that many of them do not want to change.



Look at the different structures of argumentative essays.

### Structures of Argumentative Essays

There are many different ways of writing argumentative essays. An argumentative essay may be one-sided argumentative essay, which gives one side of an argument, and tries to persuade the readers to accept the writer's opinion. In an argumentative essay, you have an introduction, body consisting of reasons/arguments with **PROS/FOR (supporting ideas)** only or the **CONS/AGAINST (opposing ideas)** only, and only then your conclusion. Another argumentative essay is a balanced essay, in which you have the introduction, body that has arguments **for** and **against** in the essay.

Now use the ideas on the banning of betel nut in the city in the two different structures.

	<b>One-Sided Argumentative Essay</b>	<b>Balanced Essay</b>
<b>Introduction</b>	<ol style="list-style-type: none"> <li>1. Grab the reader's attention</li> <li>2. Introduce your topic</li> <li>3. State your position</li> <li>4. State why some people may disagree with your position</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce the topic</li> <li>2. Relate topic to a current issue</li> <li>3. State your position</li> <li>4. State why some people may disagree with your position</li> </ol>
<b>Body</b>	<ol style="list-style-type: none"> <li>1. State your first reason in support. Provide examples and quotes from the relating texts.  Reason 1: Less rubbish</li> <li>2. State your second reason in support. Provide examples and quotes from the relating texts.  Reason 2: Less health problems</li> <li>3. State your third reason in support. Provide examples and quotes from the relating texts.  Reason 3: Other developments will be done.</li> <li>4. State your first reason in support. Provide example and quotes from the related texts.  Reason 4: Order in the city</li> </ol>	<ol style="list-style-type: none"> <li>1. A. State your first reason in support. Provide examples and quotes from the relating texts.</li> <li>2. Reason 1: More rubbish created</li> <li>3. b. State your first reason against the issue. Provide examples and quotes from relating texts.</li> <li>4. c. Less rubbish</li> <li>5. a. State your second reason for. Provide examples and quotes from relating texts.</li> <li>6. a. State your third reason against. Other developments will be done.</li> </ol>



**Step 4: Now, you will write an argumentative essay.**

First, let us have a look at an example of a one sided argumentative essay then we will look at a two sided argumentative essay.

**A sample One Sided Argumentative Essay**

People who live in towns need to get exercise after work. One way of getting exercise is to play sport. Although our towns often have sports grounds, they are not always near where people live. There are not many places in our towns where people can get together and just have fun exercises. The town council should make suitable places available for these kinds of activity.

One reason, is that the grounds people use, are often rough and that can be dangerous. There are piles of rubbish that people can trip over and long grass that could hide broken glass. These things can result in injury.

In addition, the grounds are often very small, and there is not enough room for all the people who want to use them. This can lead to conflict among groups, when they are crowded together. For example, a game of soccer means many people will be running, and not always looking out for other people who may also be using the same area.

A further argument is the danger from the traffic. Many people play and run around close to the traffic. There is a danger that they will run onto the road to follow the ball. Also, people often need to cross heavy traffic to get to open spaces. For example, people play sports near the freeway to Port Moresby.

In conclusion, there are many reasons for council to develop areas near, where people live for casual exercise. This will lead to much health, social and personal benefits.

**A sample Balanced Essay**

For many years, people have been arguing about whether a Chinese fish called 'grass carp' should be introduced to New Zealand. There are two groups of people with completely different ideas. Both want what is best for the country.

The main reason for introducing grass carp to New Zealand is that they are huge eaters of water weed. Water-weed is a big problem in drains and stream, as the channels get blocked by weed. Removal of weed by machine or chemical can damage the environment, and is very expensive. If grass carp was used, pollution from the weed could be stopped.

In addition, grass carp are good to eat. Growing carp could be a new form of farming. Catching the fish, processing them and getting them ready to sell, would provide jobs for people.





**Learning Activity 4**

Write 'Inductive' if you think the sentence is an inductive, and 'Deductive' if you think the answer is deductive. Write your answer in the space provided.



You have  
10 minutes  
for this  
activity.

1. Six different samples of water were analysed and each was found to be composed of hydrogen and oxygen. Water must also be made up of hydrogen and oxygen.  
\_\_\_\_\_
2. All water is made up of hydrogen and oxygen, so this glass of water must also be made up of hydrogen and oxygen. \_\_\_\_\_
3. It has rained in the past three Christmas Days. It must always rain on Christmas Day.  
\_\_\_\_\_
4. My dad reckons it always rains at Christmas, so it will rain this Christmas too.  
\_\_\_\_\_
5. Papua New Guinea is a Christian Country, so all of its citizens are Christians.  
\_\_\_\_\_
6. There are quite a number of churches in Papua New Guinea; therefore, all people in Papua New Guinea are Christians. \_\_\_\_\_

Check and compare your answers with the answers provided at the end of this Unit before moving on.

**A Danger with Inductive Reasoning**

It is also possible to draw incorrect conclusions regardless whether the reasoning is inductive or deductive. No reasoning approach guaranties that a conclusion will always be correct.

However, inductive reasoning contains a particular difficulty that should be pointed out. Whenever a person tries to infer a general conclusion from specific observations, he or she has to assume that all particulars that exist are alike. For example, when a person observes that a horse has four legs, he or she is assuming that all the horses in the world are alike in that respect. The danger in this is obvious: it is simply may not be true. The whole class of animals, or objects, may not be alike. There, may, for instance, be some three legged horse somewhere! Whenever the assumed uniformity does not exist, the conclusion may be wrong. The reasoning may be correct, but the conclusion will be incorrect because it rests upon an incorrect assumption of uniformity. It is the neglect of just this sort of trap, which leads people into making sweeping statements or inaccurate generalizations.

Study the following example.

**Situation:** Researchers studied a sample of people who drank methyl alcohol, and found that each one suffered some brain damage.



**Conclusion:** Methyl alcohol causes brain damage.

This means that there is no reason to doubt that this is accurate information.

Now complete the activity below.



### Learning Activity 5

**In this activity, you are provided with information from some specific observations. Your task is to: a. inductively draw out a conclusion from the evidence given to you; b. indicate by writing whether your conclusion is accurate or a sweeping statement.**



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

1. On his recent trip overseas, Jimmy saw swans in five different countries and they were always white.  
a. \_\_\_\_\_  
b. \_\_\_\_\_
2. Researches boiled fifteen different sample of water and discovered that each sample boils at 100 °C.  
a. \_\_\_\_\_  
b. \_\_\_\_\_
3. Every novel or play that I have read, which had a person from Australia in it, has represented that the person is humble and polite.  
a. \_\_\_\_\_  
b. \_\_\_\_\_
4. Twelve experiments have shown that as a person goes deeper into the water, he or she experiences greater pressure.  
a. \_\_\_\_\_  
b. \_\_\_\_\_

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

You can now move to the next Topic.



### 11.3.1.2 My Cultural Identity

#### What is cultural identity?

Cultural identity is the identity or feeling of belonging to, as part of self-recognition or self-perception, ethnicity, social class, religion or a kind of culture that has its own culture. For example, a person from East New Britain is a Tolai and speaks Kuanua language.

The following are elements that make up cultural identity.



Young Tolai boys dancing.

#### Elements of Cultural Identity

- 1. Language**  
An important element which identifies the identity of a culture, and this refers to the spoken dialect by a group of people.
- 2. Dress and appearance**  
This element refers to the type of dressing by a certain ethnic group.
- 3. Music and Drama**  
The type of music and drama also clearly identifies a certain group of people.
- 4. Time**  
Being conscious of time also can clearly identify a certain ethnic group.
- 5. Interpersonal Relations**  
The interpersonal traits of people can also be used to identify a certain group of people.
- 6. Values**  
Different cultures have different values. Values shown by people can also identify the certain culture they are from.
- 7. Beliefs**  
Different ethnic groups have different beliefs. A belief also is an element that identifies a certain group of people.

Now, you will look at how language plays a role in shaping the community.

#### Roles of Language in Shaping Our Cultural identity

Most of the languages of Melanesia are from the Austronesian or Papuan Language families. There are 1,319 languages across a small amount of land. Papua New Guinea is the most



linguistically diverse country with a total of 750 languages spoken by a population of roughly 7 million people. Furthermore, each province has its own vernacular or dialects that they use. For ease of communication, Papua New Guineans use English, Tok Pisin and Motu as the country's national languages.

Language plays a major role in shaping our cultural identity. For example, the Kuanua language is widely spoken by a large number of Tolais in the East New Britain province. This language is commonly used in communication, trading, feasting, exchange of shell money and bride price payment. It is a pride to meet Tolais from different parts of East New Britain in other places and converse with them in Kuanua Language. The only difference is that the dialect would vary a bit from other Kuanua speakers.



**Now you will read some examples of two news reports relating to cultural identity in Papua New Guinea.**

**Example 1: "A Feast of Dance and Song at The DWU Cultural Day"**

The public of Madang town was treated to a feast of traditional dress, song and dance at the annual Cultural Day at the Divine Word University on Saturday. As usual, a large group of residents and visitors turned up to watch the DWU displayed their elements of what makes them unique and proud Papua New Guineans.

The highlights of the cultural show were the never before seen **dragon dance** from Madang. The masked mythical creature rode around the show ground on the back of several men with women dances before it and after it.

Another feature of the cultural event was the involvement of parents and wantoks of the students. They were on hand to provide guidance in the dance steps and songs.

The day was capped off with the traditional exchange of gifts between the provincial groups. It was interesting to see that the staff and their families also took part.

By Kevin Pamba, The National, 23 August 2005.

**Example 2: "Elementary Children Celebrate Cultural Day"**

The Waigani Elementary School children in Port Moresby stole the hearts of their parents with their outstanding performance during their cultural day in Port Moresby last Friday. The highlights of the performance were by a group of seven year old girls from Western Highlands Province. The other best performance was the one performed by the girls from Simbu province.

Headmistress, Mrs. Kalama said that the school decided to hold the cultural day and will continue to do so annually.



The children between five and eight had their own stalls identified by provincial flags drawn on the card board.

Adapted from The National, 7 September 2004.



### Learning Activity 6

Name the elements of cultural identity that identifies each province in Papua New Guinea. The first one has been done for you.



You have  
30 minutes  
for this  
activity.

Province	Cultural Identity
East New Britain	Example: Tolais, Kuanua Language Speakers
West New Britain	
Manus	
New Ireland Province	
Autonomous Region of Bougainville	
West Sepik (Sandaun)	
East Sepik	
Madang	
Morobe	
Oro	
Milne Bay	
National Capital District	
Central	
Gulf	
Western	
Eastern Highlands	
Simbu	





Western Highlands	
Southern Highlands	
Hela	
Jiwaka	
Enga	

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

You may now read on descriptive essays.

### **Descriptive Essay**

The purpose of descriptive writing is to make the readers see, feel, and hear what the author has seen, felt, and heard. Whether the writer is describing a person, a place, or a thing, the aim of his writing is to reveal a subject through vivid and carefully selected details.

Writers use the descriptive essay to create a vivid picture of a person, place, or thing. Unlike a narrative essay, which reveals meaning through a personal story, the purpose of a descriptive essay is to reveal the meaning of a subject through detailed, sensory observation. The descriptive essay employs the power of language and all the human senses to bring a subject to life for the reader.

If after reading a descriptive essay, readers come away with the feeling that they have really met a person, gone to a particular place, or held a certain object, the writer has done a good job. If readers also feel an emotional connection and deep appreciation for the subject's significance, the writer has done a great job.

The word "descriptive" clearly comes from the verb "to describe", therefore to write a good quality descriptive essay, you must use descriptive words as well as concrete images to describe the subject. Enjoy the process of describing the subject—it can be a rewarding experience. A descriptive essay does not rely on facts and examples, but on the writer's ability to create a mental picture for the reader. Study some examples below:

<b>Telling</b>	<b>Describing</b>
The sunset was beautiful.	The sunset filled the entire sky with the deep colour of rubies, setting the clouds ablaze.
This clock had been in our family for years.	This clock had stood by our family, faithfully marking the minutes and hours of our lives.
It was a nice day.	The sun was shining and a slight breeze blew across my face.

**Below is a sample of a good descriptive paragraph:**

My father is the kind of person who does not show his feelings a lot. In the Highlands region where we live, men are expected to act tough and speak with authority. But I could say that my father can be a bit emotional on special times and occasions. My father might not kiss and hug me like a mother bear every single day, but when he does, it is what I consider the most sincere actions that someone can ask for. When he hugs me, I feel totally protected and loved; his hard skin becomes a soft blanket warming me all over and I could smell a hint of his favourite cigarette. At the end of the school year, when I was declared the winner of our local government's scholarship, I saw my father clapping joyfully with tears streaming down his cheek but also with a smile as wide as the ocean. From the podium I could see his stockily built body shook from side to side as he expressed his happiness through his deep throaty genuine laughter filled with pride.

Notice how the carefully chosen vocabulary and the way the sentences are sequenced, help the readers to see and emotionally connect with the person being described in the paragraph.

Here are some of the statements from the paragraph which help bring images and emotional connections to the readers:

- men are expected to act tough and speak with authority
- kiss and hug me like a mother bear
- the most sincere actions
- I feel totally protected and loved
- his hard skin becomes a soft blanket warming me all over
- clapping joyfully
- with tears streaming down his cheeks
- with a smile as wide as the ocean
- his stockily built body shook from side to side
- his deep throaty genuine laughter filled with pride

**Five Steps in Descriptive Essay Writing**

The following steps will help and guide you as you attempt to write your descriptive essay.

---



## 1. Prewriting for the Descriptive Essay

In the prewriting phase of descriptive essay writing, you should take time to think about **who** or **what** you want to describe and **why**. Do you want to write about a person of significance in your life, or an object or place that holds meaning for you? The topic does not have to be famous or unusual. The person could be a parent or grandparent, the object, a favourite toy, and the place, a tree house.

Once a topic is chosen, you should spend time thinking about the qualities that you want to describe. Brainstorm about all the details associated with the topic. Even when not writing about a place, reflect on the surroundings. Where is the object located? Where does the person live? Consider not just physical characteristics, but also what memories, feelings, and ideas the subject evokes. Memory and emotion play an important role in conveying the subject's significance. Plan the focus of each paragraph and create an outline (see the diagram on p. 15) that puts these details into a logical sequence.

## 2. Drafting a Descriptive Essay

When creating the initial draft of a descriptive essay, follow the outline, but remember, the goal is to give the reader a rich experience of the subject. Keep in mind, the most important watchword of writing a descriptive essay is **show**, don't tell. One of the best ways to show is to involve all of the senses—not just sight, but also hearing, touch, smell, and taste. Write, so that the reader will see the sunset or the sunrise, hear the song or the chirping of the birds, smell the flowers or the smoke from your father's cigarette, taste the delicious mumu or the sweet potatoes cooked in coconut milk, or feel the touch of your mother or grandmother's hand.

## 3. Revising a Descriptive Essay

In the revision phase, you must review and reorganize your writing with the goal of making it the best it can be. In revising a descriptive essay, you should reread your work with these considerations in mind:

- Does the essay unfold in a way that helps the reader fully appreciate the subject? Do any paragraphs confuse more than describe?
- Does the word choice and figurative language involve the five senses and convey emotion and meaning?
- Are there enough details to give the reader a complete picture?

## 4. Editing a Descriptive Essay

At this point in the writing process, writers proofread and correct errors in grammar and mechanics. It is also the time to see whether you can improve style and clarity.

---



Having a friend or a tutor read and give comments on your essay will help you see mistakes, and you will be able to edit with a fresh perspective.

## 5. Publishing a Descriptive Essay

When you finish editing your essay, and you have incorporated your friend's or your tutor's suggestions and inputs, then you are ready to get your essay published. To get your essay published means to write the final version of your written assignment. If you have access to a computer, you can type your essay otherwise you can neatly handwrite your work, and submit it to your tutor on its due date.



**Read a sample of a descriptive essay. It is written by Hideaki Higashi, a Japanese columnist.**

### **A Place that Holds a Memory**

by Hideaki Higashi

People have memories that are sparked by many situations. Places often make people remember experiences from the past. Many places hold memories for me: the sea, school, and foreign countries. One particular place that reminds me of my childhood is Sengami Park in Tsukuba, Japan where I lived with my family until I left for university study in Tokyo.

Sengami Park is located in front of the house where I grew up, so I could see the park from my room. I could see many things: cute babies with their mothers, two or three stray dogs, and junior high school students playing baseball or soccer. I liked the park very much and I played there almost every day. I spent a lot of time playing there. Therefore, I hated rainy days. Although I could play in different ways on rainy days than I did on sunny days, I hated getting wet. Therefore, I liked sunny days better. I could play many things when the sun was shining brightly and I could feel its warmth on my skin. The park has soccer goals, a grove of trees, bushes of azaleas and a lot of playground equipment such as swings, slides and a monkey bar.

I played many games in Sengami Park with my friends. First we gathered then we would decide either to play soccer, hide-and-seek, or tag. I didn't like to play tag, because I couldn't run fast. However, I liked to play hide-and-seek because it requires wisdom and bold ideas. I would hide almost everywhere: in a tree (this was my favourite position), in the flower bushes, or behind the rocks. However, my favourite game was making a fortress. My friend and I built fortress many times, in a tree or in the tall grass by the meadow adjacent to the park. We used branches, leaves, rocks and any materials that we could find in the park to build our fortress. When the fort was completed, everyone gathered inside it and ate candies. The candies were bought in the shop near the park or brought from one of our own homes. The candies were







Here is an example of a poem song from the Kuman Language of Simbu Province.

### **An Orphan Child**

Na Danglo  
Konga mogka kor ned a  
Drana Summe  
Ei ei yo nina yo  
Ei ei yo

My mother and father have gone  
I am by myself and I am lonely  
I was hungry; I got me unripe bitter bananas  
And ate it. Now my mouth is aching  
Oh my father

*Translated by Eva Magaga*

This poem is translated into English from the Kuman Language of Simbu Province. It talks about a child being left alone by his or her parents. The child is hungry and has nothing to eat but unripe bananas which caused pain in the child's mouth.

### **Effects of Colonialism on Indigenous Cultures**

In the past, the colonists of Papua New Guinea were the British and the Germans in New Guinea region, while the Australians governed the Papuan region. These colonists have played a huge role in influencing our indigenous culture. Here are some examples of traditional culture that were greatly influenced.

1. **Church:** In the past most indigenous people of Papua New Guinea had their own gods whom they worship. It may be a snake, a large tree, an ancient mask or a mountain which they believed protected them from disasters. However, when Christianity was introduced, the indigenous people were taught to worship God. As a result although some animism, ancestor worship and indigenous beliefs are still practiced in some parts of the country, Papua New Guineans are predominantly Christians.
2. **Dressing:** In various parts of Papua New Guinea indigenous people were traditionally dressed in **grass skirts, tapa** and **tanget**. When the colonists came, clothes were introduced and that changed the Papua New Guinean's way of thinking and dressing. Now most Papua New Guinean believes that traditional costumes or **bilas** are not to be worn on a daily basis but only for special occasions.
3. **Language:** Each society in Papua New Guinea has their own regional language which they use to communicate with each other. When the colonists came, they introduced a neutral language which is a mixture of vernacular and English that the people used for communication. Eventually, Tok Pisin was created and now it is one of the official languages in Papua New Guinea. Thus, the indigenous vernacular of Papua New



Guinea was greatly influenced in the sense that it is no longer the only language that people use to communicate with.

4. **School** - When the colonists came to Papua New Guinea, they introduced schools where the people were taught and they became policemen, teachers, missionaries and kiaps. This turned them away from their traditional role as gardeners, hunters and fishermen. This also stopped black birding, tribal wars and cannibalism which were all common practice in many parts of Papua New Guinea at that time.

Study this poem about an indigenous person written by a non-indigenous person and how the language is used to portray them. The author is unknown.

Standing there, dressed in tanager leaves,  
Dirty, smelly and scared  
I beckon it to come  
It slowly move to me

A soap I give  
A shaving machine I give,  
Did the actions of washing in the river  
It reluctantly moved.

Now you look me in the eyes.  
After a clean wash.  
Smelling better than ever  
With a smile on the face.



If you were to read this poem closely, you will find that it draws a negative picture about the indigenous people. Firstly, the use of the pronoun **it** refers to a man, instead of to a woman. The writer also describes the person in the poem as dirty, smelly and has to clean himself.

### Free Verse Poetry

Free verse poetry is just what the name says – it is poetry written without following rules on form, rhyme, rhythm, and meter. Most people will agree that the greatest American writer of free verse is most probably the American poet Walt Whitman (1819 – 1892). Although **Leaves of Grass** was first published in 1855, Whitman spent most of his professional life writing and re-writing it, multiple times until his death. This resulted in vastly different editions over four decades. The first edition of **Leaves of Grass** was a small book of twelve poems and the last is a compilation of over 400 poems.

When writing free verse poems, the author makes his or her own rules. The writer decides how the poem should look, feel, and sound. Henry David Thoreau, a great philosopher, explained free verse in this way, ". . . perhaps it is because the poet hears a different drummer. Let him step to the music which he hears, however measured or far away." It may take you a while to 'hear your own drummer,' but free verse can be a great way to 'get





things off your chest' and express what you really feel in poetry without worrying too much about whether your lines will rhyme, or other rules on writing poetry properly.

The following are two examples of free verse poems. Rita Mamawi, a Papua New Guinean author wrote **The Rounded Moon** and **Winter Poem** is written by Nikki Giovanni – one of the most well-known African-American writers.

### **The Rounded Moon**

Hey!  
you there  
from your slumber  
arise!

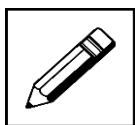
Look up  
all you people  
moon-wash  
your sleepy eyes.

Grave yards  
from your graves  
rise!  
To me you glide.

### **Winter Poem**

once a snow flake fell  
on my brow and i loved  
it so much and i kissed  
it and it was happy and called its cousins  
and brothers and a web  
of snow engulfed me then  
i reached to love them all  
and i squeezed them and they became  
a spring rain and i stood perfectly  
still and was a flower

Now, study the free verse poem in the following activity. It is about a traditional dance by young men in the Tolai Society of East New Britain.



#### **Learning Activity 8**

**Answer the questions based on the poem below.**



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

- A. Copy the lines that show the cultural identities that are highlighted in the poem then indicate which stanzas and lines. The first one was given as an example. Write your answers in the table below the poem.**



### Beautiful Dancer

Dressed in beautiful red 'laplap,'  
You swayed to the double beat of the kundu drum.  
Your headdress swayed gracefully,  
As the opposing admirers feel defeated  
The rich smell of the sacred nut  
A prove you have been in that sacred place for a while  
The smell mercilessly attracts the young females  
As they move closer to watch you dance

You moved simultaneously to the beats of the drum.  
I hear wailing and a woman rushes in  
She hangs the shell money around your neck  
A woman rushes with powder and pours it over you

The beat continuous,  
Your dancing is more graceful than ever,  
Your hands are pointing at the kundu beaters,  
Your eyes show you are possessed by the demon

Then the beat changes,  
The voices of the singing become slower,  
A group of women rush in and danced by the young men.  
The rhythm changes to fast beat

And women shout oh! oh!  
'Padia mamai mulai" the dances stop.

by Fredah Militan-Wallum

Cultural Identity	Stanza and Line
1. Dressed in red laplap	1 <sup>st</sup> stanza – first line
2.	
3.	
4.	
5.	
6.	
7.	
8.	





2. He drinks **like a fish**.

---

3. She was the **black sheep** of the family.

---

4. Do not **wolf your food down**.

---

5. It is **raining cats and dogs**.

---

6. The police set a trap, but the thieves **smelt a rat** and drove away.

---

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

You may now move on to the next Topic, the cultural identity in stories.

### 11.3.1.4 Cultural Identity in Short Stories

Cultural identity refers to belonging to a racial group or a state. It may also be referred to the cultural heritage and where one is from. When we refer to cultural heritage in short stories, we try to identify where a particular story is from, by looking for the evidence that may help us identify the particular culture.

#### Cultural Identity Depicted in Short Stories

Stories originate from different parts of the world. Authors often write stories about their own culture. This is because the information they have is first hand, and they would have gone through the experience in living in that society, and taking part in the customary obligations there.

As seen in the example on pages 38 - 39, a short story titled **A good Man's Death** by Steven Winduo. is a story from the East Sepik area of Papua New Guinea. The names he used are traditional Sepik names. The description of the setting indicates a typical village near wet lands, where mosquitoes breed, and the belief that someone died by poisonous spear is common sorcery practice from Sepik province.

Published in 1970, "The Crocodile" was the fruit of Vincent Eri's hard work. This novel is set in Papua New Guinea in the years around World War II, at a time when colonization was changing traditional Papuan life. One of those changes was an expectation that a Western



education would solve most (if not all) social problems, and one of the consequences was an increased migration of people into towns. Another impact, unfortunately, was that the Moveave people became caught up in the war itself.

### **The Importance of Language**

Language is an important tool in all societies. Language is changing every day. There may be new vocabulary added to a language or words are discarded. A certain language is needed in every day communication. For people to accept changes or development in different societies, they have to understand the consequences of an issue using the language.

In the past, when the colonizers came to Papua New Guinea, a language has to be used in order to communicate and reach understanding with Indigenous people. Once the language was established, explanation was done about the changes that are about to take place and will be taking place. Once the people understood the changes, they accepted foreign concept and culture into our society.

Today, language is still a powerful tool in enabling understanding, peace, and reconciliation between nations, provinces and tribes.



**Read an example of a short story, by Steven E. Winduo and identify the cultural identity in the story.**

### **A Good Man's Death**

The night was cold, chilly and frigid. Mosquitoes feasted and competed on the blood and flesh of the oppressed sleepers. Everywhere in the darkness of the house the air was heavy with buzzing and humming of mosquitoes. Outside in the darkness, an owl hooted an endless stream of cries.

Nalanduo could not sleep. There was no peace. War and torture stormed the world and reign over it. Nalanduo fought an unending battle. The blood thirsty creatures pierced, tore and ripped his skin into pieces. He was a victim of merciless torture. There was no rest amid the miserable and executing insects.

Nalanduo looked towards his father, Rambayawa. His father was fighting the same war. Hawani, Nalanduo's mother, was also fighting. She was waving her arms in the darkness, as if she was calling someone to come and rescue her. How he could help his parents when he was in the same boat as they, he thought to himself. Nalanduo could not break free from the mosquitoes, and could not rest. He kept feeling his poor eyelids pricked and pulled apart. Several times, he almost succeeded in forcing himself to sleep, and each time they failed. So he sat awake all night thinking to himself. Would the next day bring a dew of peace? Nalanduo had a feeling that the worst was yet to come.



The dawn was a continuation of excruciating night. It brought an unusual and strange day. The world was dead. Coldness and frigidly ruled. The morning refused to accept nature's creation. It retreated into the world of the dead.

Nalanduo observed the angry dawn with frustrations. Why did it not accept him as usual, or cheer him up after the torture of the night? The morning bird that cheer and welcome the sun, the crows that crackled-they were nowhere to be seen or heard. The palms stood like dried out trees in the fields. The usual morning breeze refused to blow.

Like Nalanduo, Rambayawa was also up very early. He had had a dream in the midst of sleep, frightening and fearful. Rambayawa dreamt that he was hunting in Yawinaku, just on the other side of Yalim River, when a wild boar with tusks on either side of his black snouts, rushed out from his hiding place, the nearby bamboo growth and attacked him. The boar tore and ripped open his body, leaving only a hollowed skeleton. The contents of Rambayawa's body were emptied and lay scattered on the ground. The blood coloured the green undergrowth red. The boar carried away Rambayawa's heart into the bamboo growth. The canopy looked down on the dead body and laughed in disbelief at the empty shell lying in the pool of blood.

As Rambayawa was finishing telling his dream, Suwalika, his adolescent nephew, entered the village. He had a bush knife in his right hand and an unwashed towel around his waist. Suwalika lived in Buknholi with his father, Waluwli; he was Rambayawa's big brother. Nalanduo's uncle.

Rambayawa welcomed Suwalika and gave him a seat to sit on. Then Hawina gave him some bananas to eat. His early visit caused some confusion among the trio. Never before had Suwalika visited them so early.

Suddenly, without a word, Suwalika broke into tears. His red eyes fill with endless tears. The sorrow in his cousin's heart struck Nalanduo. Not once in his life had he seen Suwalika cry-not even when a close relative died. He was known as "mlinku khaku", the tearless one. Carelessly and uncontrollably, tears drizzled from his eyes. In the midst of his weeping, Suwalika spilled out the news. His father had died in the night, after suffering from severe cough for a week.

Before long, Nalanduo was in tears. He could not accept the news. He understood more than what was said. A poisonous spear has done his duty. The sudden death of his uncle was the work of a secret poisonous spear. No ordinary death could have been made the night so miserable and Rambayawa's dream so plain and horrific.

Nalanduo's uncle was a good man, known far and wide. His hospitality and kindness was praised by all that encountered him. How could one who loves and cares for people - friends and enemies alike - just die like that? How could death be so cruel as to take his uncle's life so suddenly? Death has done a nasty job with his secret poisonous spear. But death should not have ripped and open his uncle's body. Death should not have emptied the contents of

---



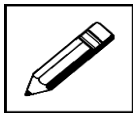
Waluwli's body. Nalanduo and his parents got ready and left quickly for Buknholi, following the same road that Suwalika had taken.

In his confused and sorrowful mind, Nalanduo clearly recalls his father's dream. The poisonous spear had done his job. It had run away with his uncle's spirit, leaving only his empty body, his contents emptied over the earth. He could see the undergrowth on the sides of the foot path turning from green to red. The canopy trees looked down on him and laughed as if they would never stop. All the way to Buknholi, Nalanduo talked to himself. Thousands of questions about his uncle's death invaded his mind like buzzing cries, the merciless torture of hostile beasts in the night.

In the table below, is a list of cultural identities you would have read in the story.

Elements	Cultural Identity
<b>Names of people</b>	Nalanduo, Suwalika, Waluwli, Rambayawa, Hawani
<b>Name of a place</b>	Buknholi
<b>Dream</b>	Dream of a pig attacking a person
<b>Animals or Insects</b>	Mosquitos
<b>Sorcery Practice</b>	Work of a secret poisonous spear

Now, you will complete the following activity.



### Learning Activity 10

Answer the following questions based on the short story *A Good Man's Death* by Steven Winduo. Write your answers on the space provided.



You have 10 minutes for this activity.

1. What type of war was being fought according to the story?

---



---



---

2. If you were in such situation, what would you do? List two things you would do.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

3. Why did Suwalika visit his uncle Rambayawa so early in the morning?

---



---



4. In your own words, summarize Rambayawa's dream the night before and explain its significance.

---

---

---

---

5. What was the explanation of Suwalika's fathers' death?

---

---

---

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

You may now move on to the next Topic.

## 11.3.2 NOVELS

### 11.3.2.1 Cultural Aspects and Issues in Novels

Before you look at cultural aspects and cultural issues in novels, let us have some understanding about cultural aspects and cultural issues.

Cultural aspects describe people's religion, spiritual, economic, family, community life, their government, sports, food or arts. The focus is on people and what they do in a given time or space. For example, the Germans play music, the English make movies, the Muslims pray in mosques and the Tolais musicians like to sing about love. On the other hand, cultural issues refer to all aspects of the society that influence the beliefs, opinions and choices such as advertisement, media, public relations, economics, globalization, religion and politics. In order to understand the forces that perpetuate systems of destructions and exploitation, it is crucial to examine the ways in which a culture plays a role. For example, there are complex issues that face every country, regarding education, health care and security. The ability to explore the cultural influence that affects citizens in any nation is crucial in solving pervasive conflicts and problems.

Now, study the novel, **the Crocodile**, by Sir Vincent Eri. It was published in 1970 and was the first novel written by a Papua New Guinean. It was set in Papua New Guinea in the colonial era during the Second World War, and the book follows the life of a young Hoiri, as he





attempts to navigate his transition to adulthood, and understand the new world of the white man.



**Read the excerpt from the novel, *The Crocodile*.**

‘This is no ordinary crocodile,’ Hoiri said.

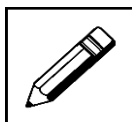
In the 1940s in Papua, foreign planes scourge the tropical vegetation. Rain clouds gathered above the villages and Hoiri Sevese knows he must avenge himself on the sorcerers who have caused his wife to be taken by a crocodile.

Hoiri, in confronting the darkness of the colonial rule, has to come to terms with strange and brutalizing ways of the Europeans, but first he must come to terms with himself and the crocodile.

Now, you will look at the cultural aspects and cultural issues of the novel in the following table.

#### Cultural Aspects and Issues in *The Crocodile*

Cultural Aspects	Cultural Issues
Sorcery – a practice that Hoiri believed caused his wife’s death.	Colonisation- war planes dropping bomb on Hoiri’s village.
Crocodile- a ‘sanguma’ or an avenue for sorcerers.	Whiteman’s way- Sevese believed it was white-man brutalizing his people.



#### Learning Activity 11

Some of the cultural issues in the novel, ‘*The Crocodile*’ have been presented in the table above. Now compare with issues in your own culture. Write your answers in the table below.



You have 10 minutes for this activity.

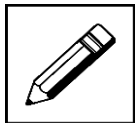
Cultural Issues from ‘ <i>The Crocodile</i> ’	Cultural Issues from your own culture



--	--

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

You may now do the following activity to enrich your vocabulary.



### Learning Activity 12

In the space provided, rewrite each of the sentences by replacing the **bolded phrase** with a word that has a similar meaning. The words have been given in the box below.



You have 10 minutes for this activity.

article	journalist	illustrations	communication
audible	photographer	applause	rehearsal
authentic	variety	documentary	spectacular

1. This film is a **real story** of the life of the people along the Sepik River.

---

2. Everyone was pleased with how **the practice-session** went.

---

3. This **piece of writing** seemed to capture the main issues only.

---

4. The **drawings** in Sir Vincent Eri's **The Crocodile** were done beautifully.

---

5. The students displayed a great **diversity** of talents.

---

6. The laughter was **able to be heard** three rooms away.



7. When she left school, she took a job as a cadet **writer for a newspaper**.
8. Who will be the **person who takes pictures** during our graduation next week?
9. Daily **talking with one another** is very important between parents and children.
10. The fireworks show during the Independence Day celebration was **amazing**.

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

Now move on to the next Topic.

### 11.3.2.2 Cultural Identity in Novels

Cultural identity means belonging to a racial group or state. People may also refer to their cultural heritage or where they are from. Cultural identity in novels means identifying the culture or the ethnic group that is depicted in a novel.



**Read the Chapter one of the novel, A Man of the People by Chinua Achebe (Nigeria 1966).**

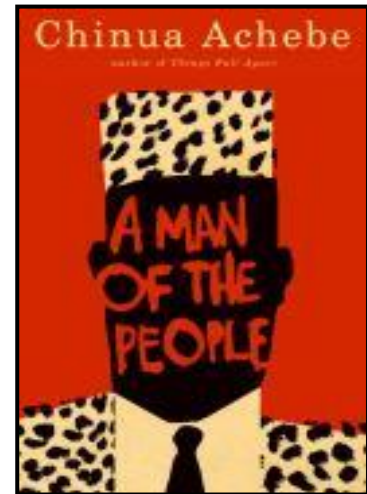
#### Chapter One

No one can deny that Chief the Honourable M.A. Nanga, M.P., was the most approachable politician in the country. Whether you asked in the city or in his home village, Anata, they would tell you he was a man of the people. I have to admit this from the onset or else the story I'm going to tell will make no sense.

That afternoon he was due to address the staff and students of the Anata Grammar School where I was teaching at the time. But as usual in those highly political times the villagers moved in and virtually took over. The Assembly Hall must have carried well over thrice its capacity. Many villagers sat on the floor, right up to the foot of the dais. I took one look and decided it was just as well we had to stay outside, at least for the moment.



Five or six dancing groups were performing at different points in the compound. The popular 'Ego Women's Party' wore a new uniform of expensive accra cloth. In spite of the din you could still hear as clear as a bird the high-powered voice of their soloist, whom they admiringly nicknamed 'Grammarphone'. Personally I don't care too much for our women's dancing but you just had to listen whenever Grammarphone sang. She was now praising Micah's handsomeness, which she likened to the perfect, sculpted beauty of a carved eagle, and his popularity which would be the envy of the proverbial traveller-to-distant-places who must not cultivate enmity on his route. Micah was of course Chief the Honourable M.A. Nanga, M.P.



A front cover of the novel.

The arrival of the members of the hunters' guild in full regalia caused a great stir. Even Grammarphone stopped, at least for a while. These people never came out except at the funeral of one of their number, or during some very special and outstanding event. I could not remember when I last saw them. They wielded their loaded guns as though they were playthings. Now and again two of them would meet in warriors' salute and knock the barrel of their guns together from left to right and again from right to left. Mothers grabbed their children and hurriedly dragged them away. Occasionally a hunter would take aim at a distant palm branch and break its mid-rib. The crowd applauded. But there were very few such shots. Most of the hunters reserved their precious powder to greet the Minister's arrival. Like everything else, the price of gun powder has doubled again in the four years since this government took control.

As I stood in one corner of that vast tumult waiting for the arrival of the Minister I felt intense bitterness welling up in my mouth. Here were silly, ignorant villagers dancing themselves lame and waiting to blow off their gunpowder in honour of one of those who had started the country off down the slopes of inflation. I wished for a miracle, for a voice of thunder, to hush this ridiculous festival and tell the poor contemptible people one or two truths. But of course it would be quite useless. They were not only ignorant but cynical. Tell them that this man had used his position to enrich himself and they would ask you, as my father did, if you thought that a sensible man would spit out the juicy morsel that good fortune placed in his mouth.

I had not always disliked Mr. Nanga. Sixteen years or so ago he had been my teacher in standard three and I was something like his favourite pupil.

From 'A man of the People' (Chinua Achebe, African Writers Series 31, Heinemann Educational Books Ltd. 1966, pp 1-2.



### Learning Activity 13

**Based on the Chapter one of the novel, please identify and write down at least four scenes and incidences that represent Anata village's cultural identity.**



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



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

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

### **Time and Sequence of the Novel**

You can trace the development of time and sequence of the novel by reading the author's biography.

#### **Chinua Achebe**

Chinua Achebe is one of the most important African writers. Born Albert Chinualumogo Achebe, he was raised by his Christian evangelical parents in the large village Ogidi, in Igboland, Eastern Nigeria. He received an early education in English, but grew up surrounded by a complex mixture of Igbo traditions and the British colonial legacy. He studied literature and medicine at the University of Ibadan. After his graduation, Achebe worked for the Nigerian Broadcasting Company in Lagos and later studied at the British Broadcasting Corporation staff school in London. During this time, Achebe was developing his talent as a writer.

He was educated at a government college, Umuahia, and later at the University College Ibadan, where he was one of the first graduates to take a full degree course. In 1954, he joined the Nigerian Broadcasting Corporation, and was the Director of External Broadcasting until 1966. His first two novels – **Things Fall Apart** (1958) and **No Longer at Ease** (1960) – have been published in many countries. **Men of the People** arouse widespread interest in his first publication in 1966 after the Nigerian Military coup. After the Nigerian war, he was on the staff of the Institute of African Studies at the University of Nigeria.

The cultures presented in Chinua Achebe's novels have been influenced by the author's time. For example, his novel, **The Man of the People**, is a shrewd condemnation of a corrupt West African chief and it was written at the time the author was observing and had experienced it. The African's culture presented in this novel has indicated how the people respect their leaders despite being corrupt. The narrator is educated enough to know the truth but the people are illiterate and ignorant.



**Learning Activity 15**

Based on your knowledge, please identify and write the Australian word in the table below that corresponds to each American word in the answer column. The first one has been done for an example.



You have 10 minutes for this activity.

**Cross-Cultural Quiz**

American	Australian	Answers
1. Congress	Footpath	Parliament
2. Pacifier	Serviette	
3. Druggist	Nappy	
4. French fries	Parliament	
5. Cookie	Dummy	
6. Napkin	Tea	
7. Diaper	Chips	
8. Sidewalk	Barbecue	
9. Supper	Biscuit	
10. Cookout	Chemist	

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

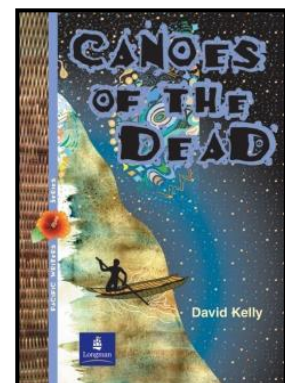
You may now move on to the next Topic.

**11.3.2.3 Analysing a Novel**

Read the extract from the novel 'Canoes of the Dead' by David Kelly.

"The man in the next village is a sorcerer. But you do not need a sorcerer to be evil. You can do that for nothing. A poor village man with no money can do that. A European boy can do it..."

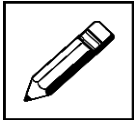
Mark Foster arrives in the Gulf Province of Papua New Guinea. Within days he is drawn into the real world of a local village. A loner, Mark is surprised and pleased when teenagers Auru and his sister Kivu introduce him to friendship and new freedoms. But a death in the village reveals a darker side to local life, where sorcery and spirits promise the ultimate knowledge.





The dangerous journey Mark undertakes, to unravel the mysteries of his own family and identity, is one from which he may never return.

Now, complete the activity below.



### Learning Activity 16

Complete the activity below based on the extract of the novel 'Canoes of the Dead'.



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

Aspects of a Novel	
<b>Plot - a brief summary of the story</b>	
<b>Characters - their feelings traits and experience.</b>	
<b>Purpose - the reason why the novel was written.</b>	

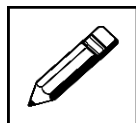
Check and compare your answers with the answers provided at the end of this Unit.

Now, you will increase your knowledge and skill on using adjectives in your writing.

### Adjectives

An adjective adds colour, shape, size, strength, feeling or some other quality to a noun. Good writers use adjectives to make their writing come alive.



**Learning Activity 17**

Fill in the blanks with the words described in the parentheses. The beginning of each word is given as a clue.



You have  
10 minutes  
for this  
activity.

1. One of the most famous diamonds in the world, the Hope diamond, is **u**\_\_\_\_\_. (the only one of its kind)
2. The tuberculosis disease is **c** \_\_\_\_\_. (spreadable by contact)
3. The behavior of that unruly student was **d**\_\_\_\_\_. (to be despised)
4. After the big flood, many people were **h**\_\_\_\_\_ in some parts of Lae. (without a dwelling)
5. Many people in the remote regions of PNG are still **i**\_\_\_\_\_. (unable to read and write)
6. My grandfather knows which fruits and plants in the forest are **e**\_\_\_\_\_. (fit to be eaten)
7. There was only a **b**\_\_\_\_\_ article on New Zealand winning the 2015 Rugby World Cup in the newspaper today. (short)
8. John was very **a**\_\_\_\_\_ for failing the Physics test last week. (quite embarrassed)
9. My mother always cooks **d**\_\_\_\_\_ food for our family every day. (tasty)
10. Most celebrities live in **h**\_\_\_\_\_ houses. (very big)

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

**11.3.3 DOCUMENTARIES****11.3.3.1 Elements of a Documentary****What is a documentary?**

A documentary film is a film story which **documents** factual topics or reality about someone or something. Documentary filmmakers are often motivated to make their films because they feel a particular story or viewpoint is not being covered by mainstream media. Mainstream media covers television and newspapers. Documentary films are primarily made for the purposes of preserving or maintaining records of important events or ideas, to inform viewers, to convey opinions, to create public interest, to promote a cause or to educate public about issues that affect our lives.

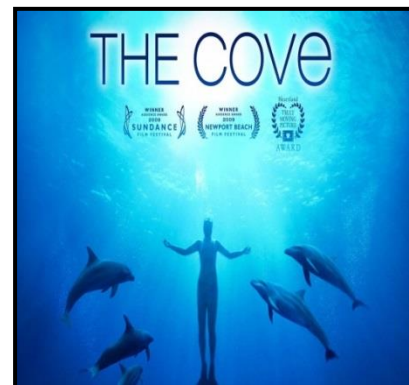
Documentary films have the unique power to inform, empower and enlighten. They attempt to present **actual** people, places, activities and events. Documentaries deal primarily with

fact presented for the purposes of education and entertainment. A good documentary film teaches, while at the same time it appeals to the heart of the viewers. The people in the documentary films are not made up characters – they are real people. The settings of documentary films are real places – not made up ones and the problems or conflicts that are presented in documentary films are factual.

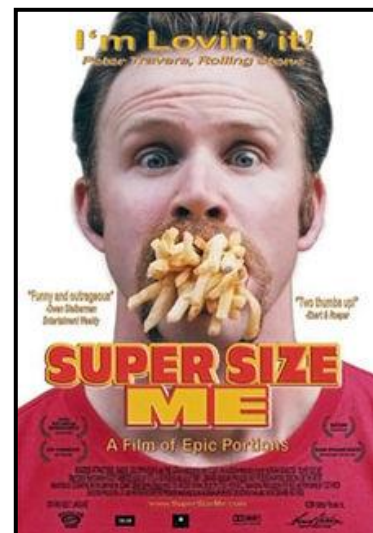
Many documentary filmmakers attempt to change or improve society in some way with their documentaries. Their goal is to bring to light a certain cause or injustice with the hope that their film will help motivate the public to demand change. An example of this type of documentary might be a documentary on the annual killing of whales in Japan, the documentary on the pollution and destruction caused by mining companies or the documentary on the current wars and refugee crisis in a number of countries in the Middle East.

Below are some examples of documentary films which highlight things that affect our environment and ourselves.

1. **The Cove** is a 2009 documentary film directed by Louie Psihoyos which analyzes and questions dolphin hunting practices in Japan. The film was awarded with the Academy Award for Best Documentary Feature in 2010. **The Cove** is a call to public action to halt mass dolphin kills, to change Japanese fishing practices, and to inform and educate the public about the risks, and increasing hazard, of mercury poisoning from dolphin meat.



2. Many of us dream of eating at McDonald's every day. We are already salivating when we watch McDonald's advertisements showing juicy burgers and yummy potato chips. What many of us are not aware of is the fact that, the yummy looking food sold by the giant fast food company, McDonald, are actually not healthy. **Super Size Me** is a 2004 American documentary film directed by and starring Morgan Spurlock. Spurlock's film follows a 30-day period from February 1 to March 2, 2003 during which he ate only McDonald's food. As a result of eating in McDonald three times a day for 30 days, Spurlock ended up suffering from headaches, lethargy, depression, unusual heart beats and weight gain. The documentary **Super Size Me** highlights the fact that, fast food industry encourages poor nutrition to gain a lot of profit and its contribution to America's obesity epidemic. Six weeks after the release of **Super Size Me**, McDonald stopped offering Super Size option and put much healthier food choices such as salads and fresh fruits in their menu.

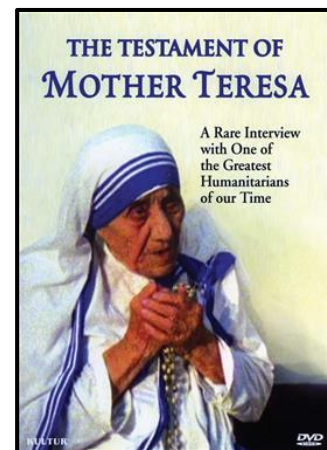




For other documentaries, the goal is simply to entertain or to delight the audience while still being educational. These types of documentaries are called human interest stories. Their main purpose is simply to show and allow the audience, to make their own judgments. Documentaries on famous people, interesting places, remarkable events and wild life documentation done by the National Geographic are examples of human interest stories.

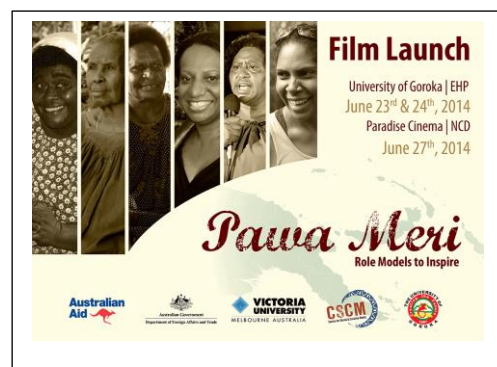
National Geographic Wild Documentaries: Most Amazing Animals 2015 (Tigers, Rhinos & Mole Rats). We are looking at the massive rhinoceros, the deadly tiger and the tough-but-tiny mole rat. Did you know that rhinos sweat blood? Or that naked mole rats can live more than 30 years? And would you believe that a tiger can feel with its teeth like we can feel with our fingers? We're revealing a world of fascinating facts about these remarkable animals!

As an example, have a look at the excerpt on a documentary made on Mother Teresa, who was awarded the 1979 Nobel Peace Prize. The documentary film crew followed Mother Teresa on her day-to-day activities for a whole month and recorded her dedication to the sick and the hungry. Amidst the poverty and slums of Calcutta in India, Mother Teresa provided shelter to thousands of the sick and dying, and ensured that thousands of orphan children were cared for and given foster parents. Through Mother Teresa's hard work more than two million sick people, including nearly fifty thousand lepers, were treated by mobile dispensaries and special clinics.



### Papua New Guinean Documentaries

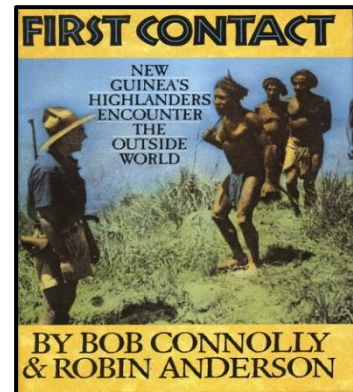
There have been quite a number of documentary films made about Papua New Guinea. Some of the most important and well known ones are **Yumi Yet** (1976), **Ileksen** (1983), **The Shark Callers of Kontu** (1983) that are all produced by Dennis O'Rourke, one of the first documentary filmmakers in PNG. Chris Owen released **Tukana** (1984), **Man without Pigs** (1990) and **Betelnut Bisnis** (2004).



Launched in 2014, **Pawa Meri**, is one of the latest documentary films on PNG. **Pawa Meri** is a documentary series of 6 x 26 minutes films about women leaders in PNG. This series of documentary films aim to challenge existing stereotypes about women and inspire young women to become leaders themselves.



Robin Anderson and Bob Connolly released **First Contact** in **1983**. It is an astonishing documentary about the three Australian Leahybrothers (Michael, Dan and James) who went searching for gold in what they thought was a completely uninhabited part of the remote Western Highlands of New Guinea. They encountered thousands of highlanders who were seeing **white men** for the very first time. The documentary uses both the footage shot by Michael Leahy in the early 1930s and interviews done 50 years later with the two surviving Leahy brothers and some of the highlanders who witnessed the coming of the Leahy brothers to their region.



The documentary **Yumi Yet** was shot in 1975, and released in 1976 by Dennis O'Rourke. In 1975 a period of one hundred years of colonialism came to an end for Papua New Guinea. A population of three million people, speaking a total of about seven hundred different languages and living scattered on hundreds of islands, suddenly constituted one nation. **Yumi Yet** is an account of the course of events on Independence Day in a country that, within a century, changed from a culture of head-hunters to a democracy.

Nowadays, documentaries ranging from violence against women, HIV or AIDS, bride price payment, tribal fights and many more issues can be viewed by Papua New Guineans. The main objective of these documentaries is to create awareness to the population in order that each individual may make wise choices in the future.

### Elements of Documentary

There are two main elements of a documentary. These are technical elements and literary elements.

#### 1. Technical Elements

##### a. Narration

An account of a story or some event.

##### b. Interviews

The questioning of a person or a group of people (or a conversation in which information is acquired). This is often conducted by journalists.

##### c. Location shots

It refers to a shot of any event, thing, product property or event.

##### d. Still shots

It is a representation of a person or scene in the form of a print or transparent slide recorded by a camera on a light sensitivity material.



- e. **Video or film clips**  
A strip of motion-picture film, especially an excerpt from a longer film or one inserted as part of another presentation as of a telecast or full length motion picture.
- f. **Music**  
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.
- g. **Graphics**  
Graphics are diagrams, letterings and drawings especially pictures that are produced by a computer.
- h. **Dramatization**  
Dramatization is the process of acting out a play.

## 2. Literary Elements

- a. **Purposes:**  
This refers to the aim or plan of the documentary.
- b. **Theme or Issue:**  
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.
- c. **Plot:**  
This refers to the layout of the documentary.

### **Exposition:**

The term exposition comes from its root word to expose which means to reveal. It is the part of a story that talks about an important background to the readers or audience like for instance, the setting of the story, about the characters, happenings or events that occurs before the main plot.

### **Rising action:**

A series of events following the initial incident and leading up to the dramatic climax.

### **Climax:**

The turning point or high point of a story, when events can go either way.

### **Falling action:**

The series of events following the climax.

**Denouement:**

From a French word which means unraveling, denouement is another term for **conclusion**.

Now, you will look at an example of a transcript of a local documentary and identify its literary and technical elements.



**Please read carefully.**

Local documentary film maker, **Stephen Rae**, from Media Haus Production in Port Moresby produced a documentary titled **Bride Price Payment in Papua New Guinea**. In this documentary he captured the story and witnessed two bride price ceremonies happening in the village of Gaba-Gaba in Central Province.

Read carefully the narration of the documentary Bride Price Payment in Papua New Guinea below. Please note that the person telling the story (the narrator) is Mr. Stephen Rae. He interviewed various members of both the bride's and the groom's families. Mr. Rae's narration plus the explanations given by the family members give us insights into one of the unique traditions in Papua New Guinea.

**NARRATOR:**

In Papua New Guinea where hundreds of languages are spoken and there are so many different cultures, there is a tradition called **Daba Heni** (daba: great; heni: gift) which is the joining of a man and a woman. This name was anglicised in colonial times and it is now known as the **Bride Price**.

From Port Moresby we travelled along the Magi Highway to the village of Gaba-Gaba where there are two bride price ceremonies happening at this stage.

Bride Price is a culture that varies from province to province but in general it means the payment from the bridegroom and his family to the family of the bride. For in marriage the bride generally leaves her family and joins her husband's family.

**FATHER OF THE BRIDE:**

"Today is a big day for Gaba-Gaba village. It's a bride price for my first daughter named Lohia More. The custom here (is that) our girls are generally made for bride price. It makes the parents happy. It brings two families together and show appreciations. Not only that - it seals the marriage in the family cultural situation."

**ONE OF THE GROOM'S MALE RELATIVES:**

"These foods are prepared especially by the family of the man to be given to the family from Gaire as well as the ones from Gaba-Gaba".

**NARRATOR:**

The ladies have been working hard cooking for days preparing the food to be shared between the two families.

**ONE OF THE GROOM'S FEMALE RELATIVES:**

"Yeah, but you know, it's exciting too".

**NARRATOR:**

While the men make arrangement for the day, all wait patiently for the family from Gaire. With the other bride price happening in the village, the husband's family house is a buzz of activities with plenty of dancing, conversations and cooking as contributions starting to arrive.

**ONE OF THE GROOM'S MALE RELATIVES:**

"We're waiting for more food to arrive and wait for people to be mobile so we can start moving".

**ONE OF THE GROOM'S MALE RELATIVES:**

"My role is to register every one that comes with contribution for the bride price. We take note of their names, their contributions and where they're from and later we'll pay (them) back".

**NARRATOR:**

Inside the house these contributions are kept. Bags (bilums), mats, some poles – these are for carrying the goods to the bride's house. In the back room the uncles are counting the cash contributions – much to the joys of the relatives and of course to the bride.

**THE GROOM:**

"Today is my wife's bride price – we got her things ready and now we're getting to take everything to the bride's family."

**ONE OF THE GROOM'S MALE RELATIVES:**

"Cash and everything else is all right – we just want to confirm how many poles we are carrying to bring things over and the cash.

**NARRATOR:**

Outside the rice and flour bags which are part of the contribution are loaded up ready to move as more food comes in from more family members.

**ONE OF THE GROOM'S MALE RELATIVES:**

"We are leaving now to go to the bride's side. It's a big day for the family and we're looking forward to the ceremony."



Bridegroom's relatives delivering the bride price consisting of paper money attached to a pole.

**NARRATOR:**

The bride price ceremony is not a wedding ceremony for the couple has been together for some time and they already have children. It's the payment between families and the husband plays a small role as the elders and family members take over.

The expectant receiving family has been waiting patiently for them to arrive. As the procession enters inside the gate of the bride's family house – the singing continues and the girl's family members dance with joy to show their appreciation.

**THE PASTOR:**

"And you got to respect that marriage – what our good God had put together – let no man separates".

**NARRATOR:**

The Pastor blessed the joining of the two families with a speech and then a prayer for its success. Then there's a reading out of (money) poles, flour, rice, bags and a total of cash K 37,200.00. There is a passing of necklaces to the female members of the family. Then of course there are more speeches from other family members. Once completed the bride price goods were all brought in into the family house of the bride.

**THE FATHER OF THE BRIDE:**

"What can I say – all I can say is thank you very much to Bama and the family of Hula. I thank them very much of all that they have done – I really appreciate it. God Bless Bama and his family.

**NARRATOR:**

At the house of the other bride price – the bride's family has been waiting patiently. The father of the bride holds court in the veranda and of course, buai chewing always helps pass the time.

As the sun sets slowly leaving a **picturesque** view of the village, my time is approaching and the other family has arrived to pay the second bride price in the village on this day. With the crowd still gathering – numbering close to 150 people, the poles have been moved inside the house of the bride, littered with goods making up the payment. As the husband's uncle do the final tally of the contribution, the youngest daughter of the couple looks on. In some cases bride price is paid many years after the initial marriage and generally after the children had been born. This one in particular has taken them over 15 years.

Two pigs had been brought along for the contribution, but in some bride price payments around the country, many scores of pigs normally make up part of the bride price contribution. The wife and the grown up children and the rest of the family gathered inside the house.

**THE BRIDE:**

"We're very happy"

---





**NARRATOR:**

Downstairs, there is the reading of the final tally. The food cooked earlier in the day is divided between the family of the bride and the family of the groom.



**Learning Activity 18**

Based on the transcript of the documentary on 'Bride Price Payment in Papua New Guinea' on pages 51 to 54, identify its technical and literary elements. Write your answers in the table below.



You have 30 minutes for this activity.

Technical Elements
<p><b>1. Narration:</b></p> <p>a. Who is the narrator? _____</p> <p>b. How does the narration help you understand the documentary?</p> <p>_____</p>
<p><b>2. Interviews:</b></p> <p>a. Who were interviewed by Mr. Rae? What information did they give?</p> <p>1. _____</p> <p>a. How does the people who were interviewed help you further understand the documentary?</p> <p>_____</p>
<p><b>3. Location Shots:</b></p>
<p><b>4. Still Shots:</b></p>
<p><b>5. Video or Film clips:</b></p>
<p><b>6. Music:</b></p>





- Grandfather: “You must always help your parents”.

**Indirect Speech** or **reported speech** shows the reported form of the direct speech. Just like its name, in reported speech what had been said by someone is reported without using the exact words. A few changes are necessary; often a pronoun has to be changed and the verb must be written in its past tense form. Reporting verbs such as **say**, **tell** and **ask** are used and the word **that** is used to introduce the reported speech. Reported speech does not use quotation marks to enclose what the person said.

For example:

- Mother said that tomorrow she would start making a new bilum for me.
- ★ Mother’s exact words were “Tomorrow I will start making a new bilum for you”.
- Grandfather said that we must always help our parents.
- ★ Grandfather’s exact words were “You must always help your parents”.

### Indirect Questions

When reporting questions, it is especially important to pay attention to the order of the sentence. When reporting yes/no questions connect the reported question using the word **if** or **whether**. When reporting questions using question words (why, where, when, etc) use the same question words. Please note the change in the adverb of time.

Direct Speech	Indirect Speech
Mary: “Do you want to come with me?”	Mary asked me if I wanted to come with her.
Dave: “Where did you go <b>last week</b> ?”	Dave asked me where I had gone <b>the week before</b> .
John: “Why are you going to Lae <b>tomorrow</b> ?”	John asked why I was going to Lae <b>the next day</b> .
Clara: “Would you like to have some tea?”	Clara asked me whether I would like to have some tea.

### Indirect Commands and Requests

In reporting commands and requests, the indirect speech is introduced by some verbs expressing command or request such as **ordered**, **urged** and **shouted**.

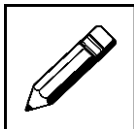
Direct Speech	Indirect Speech
Mr. Soweni: “You must bring your sick mother to the clinic as soon as possible”.	Mr. Soweni <b>urged</b> us to bring our sick mother to the clinic as soon as possible.
Teacher: “All students without home work must leave the class room now”.	The teacher <b>ordered</b> all of the students without home work to leave the class room then.
The Policeman to the criminal: “Surrender right away and come out with your hands in the air!”	The policeman <b>shouted</b> to the criminal to surrender right away and to come out with his hands in the air.



### More Examples

The chart below show sentences changed from direct speech to reported speech. You must note that direct sentences written in simple present tense is changed into simple past whereas the ones written in present continuous tense is changed into past continuous. Sentences written in the following tenses: simple past, present perfect and past perfect are all changed into past perfect in the reported speech. Please also note the change in the adverb of time. For example: last week must be changed into the week before; yesterday must be changed into the day before and tomorrow into the next day.

Direct Speech	Indirect Speech
Pierre: "I live in Paris".	Pierre said that he lived in Paris.
Nina: "I am cooking dinner".	Nina said that she was cooking dinner.
John: "I have visited Goroka twice".	John said that he had visited Goroka twice.
Paul: "I bought this novel <b>last week</b> ".	Paul said that he had bought that novel <b>the week before</b> .
Rita: "I had breakfast already".	Rita said that she had already had breakfast.
Mark: "I am going to find a new job".	Mark said that he was going to find a new job.
Mary: "I will give a Jack a call <b>tomorrow</b> ".	Mary said that she would give Jack a call <b>the next day</b> .



#### Learning Activity 19

A. Change the sentences below into indirect speech.  
Write your answers in the space provided.



You have  
30 minutes  
for this  
activity.

1. Judah: "I will buy my mother a set of meri blaus for her birthday".

\_\_\_\_\_

2. Lucy: "My aunty is going to cook dinner for us".

\_\_\_\_\_

3. Mrs. Ramos: "Would the Grade 11 students like to learn baking a banana cake?"

\_\_\_\_\_

4. The Principal: "Students who had been coming to school late must come to my office after school today!"

\_\_\_\_\_

5. Father Paul: "Tomorrow we will study Jesus's sermon on the Mount".

\_\_\_\_\_



6. Joshua: "I am writing a letter to my uncle".

\_\_\_\_\_

**B. Change the sentences below into direct speech. Please write your answers in the space provided.**

1. The new student said that he did not speak Tok Pisin.

\_\_\_\_\_

2. Sr. Mary asked me whether I would like to help her in making rosaries the next day.

\_\_\_\_\_

3. Our English teacher urged us to read books every day.

\_\_\_\_\_

4. Pastor Julian asked if the Grade 11 boys would like to accompany him to visit the sick people in the hospital next week.

\_\_\_\_\_

5. Robert wanted to know if I knew where our History teacher live.

\_\_\_\_\_

6. The magician advised the audience not to try his trick at home.

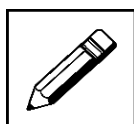
\_\_\_\_\_

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

You may now move on to the next topic.

### 11.3.3.2 Viewing Documentary Excerpts

Before you move on to the next Topic, do the following learning activity for a short revision.



#### Learning Activity 20

Write the literary elements of a documentary, and then explain each.



You have 10 minutes for this activity.

1. \_\_\_\_\_

\_\_\_\_\_



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

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

Now, read the transcript of the documentary film on **Bride Price Payment in Papua New Guinea** on pages 51 to 54 before you do the next learning activity.



**Learning Activity 21**

Identify the cultural practices presented in the documentary film on 'Bride Price Ceremony in Papua New Guinea'. Write your answers on the spaces provided.



You have 20 minutes for this activity.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





3. My mother prepared mumu for the Christmas celebration .

Subject: \_\_\_\_\_ Predicate: \_\_\_\_\_

4. The strong wind blew the roof away.

Subject: \_\_\_\_\_ Predicate: \_\_\_\_\_

5. The moon shines down on the water.

Subject: \_\_\_\_\_ Predicate: \_\_\_\_\_

6. Bart, Mike, and Jim went fishing.

Subject: \_\_\_\_\_ Predicate: \_\_\_\_\_

---

**B. Given below are jumbled words. Arrange the words in correct order and write them in proper sentences. The first one had been done for you. Write your answers in the space provided.**

1. a had sound I sleep night last.

I had a sound sleep last night.

2. noon we our have at lunch.

\_\_\_\_\_

3. me give do have else you to anything?

\_\_\_\_\_

4. much it that not cost does

\_\_\_\_\_

5. every eat I an day apple.

\_\_\_\_\_

6. as she is not as are you pretty.

\_\_\_\_\_

---





7. his sell is to he going house.

\_\_\_\_\_

8. it easily Mary do can.

\_\_\_\_\_

9. students inside the 6 drawing grade their classroom are.

\_\_\_\_\_

10. bag did John's where buy mother school?

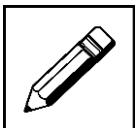
\_\_\_\_\_

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

### 11.3.3.3 Documentary Analysis

In 11.3.3.1, you looked at the different elements of a documentary. They are technical elements which include narration, interviews, location shots, still shots, music, graphics and dramatization. There are three elements and these are **purpose, plot** and **theme**.

Now, read the transcript of the documentary film on **Bride Price Payment in Papua New Guinea** again and use its technical and literary elements on pages 46 to 48 to write a documentary analysis in the next learning activity.



#### Learning Activity 23

Write your documentary analysis by discussing the technical and literary elements of the film in a 3-4 paragraph essay. Write your essay on the spaces provided.



You have 1 hour for this activity.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





takes its readers on a clear path, without detours. Master the paragraph, and you will be on your way to writing 'gold-star' essays, term papers, and later on perhaps, even short stories that are your own creation.

There is an order to the sentences in a paragraph. It should have:

1. **A Topic Sentence**

Generally, the topic sentence is the first sentence in a paragraph. Its function is to introduce the main idea of the paragraph. It should indicate to the reader what the paragraph will be about.

2. **Several Supporting Sentences**

After the topic sentence, there should be at least three supporting sentences. Supporting sentences give details to develop and support the main idea of the paragraph. It contains supporting facts, details and examples.

- The **first supporting sentence** backs up or explains the topic sentence.
- The **second supporting sentence** provides a reason for the point made earlier in the paragraph.
- The **third supporting sentence** either help prove the topic sentence, or back up the first or second point of the paragraph.
- The **last supporting sentence** (the conclusion) sums up the main points or ideas and completes the topic discussed in the paragraph.

3. **A Concluding Sentence**

Each paragraph should end with a closing/concluding sentence. The concluding sentence ends the paragraph by giving a brief summary of what had just been written in the paragraph. The concluding sentence can also be used to introduce the next paragraph.

**Linking Devices or Transitional Words**

Transitional words enable you to move between the main parts of your paragraph smoothly. Some samples of transitional words to be used in essay writing:

First .... Second .... Third  
My first point is  
Not only .... but ...  
In fact  
At the same time ...

In addition to  
Let's begin with  
Finally ...  
Contrast that with  
In conclusion

**Sample Paragraph 1**

**1)** There are three reasons why Canada is one of the best countries in the world. **2)** First, Canada has an excellent health care system. **3)** All Canadians have access to medical services at a reasonable price. **4)** Second, Canada has a high standard of education. **5)** Students are taught by well-trained teachers, and are encouraged to work hard in order to be able to

---





All essays should consist of three parts: the **introduction**, the **body**, and the **conclusion**. The introduction and the conclusion act as a frame for the essay, while the real work is done in the body.

1. The **introduction** is usually the first paragraph. It informs the reader about the topic of the essay, it explains why the discussion in the essay is an important one to have, and provides a 'map' of the essay's argument.
2. The **body** of the essay consists of all the paragraphs between the introduction and the conclusion. The body is where the argument of the essay is actually laid out.
3. The essay's **conclusion** is usually the final paragraph (again, in longer essays, it may be two paragraphs). It draws together and summarizes the essay's argument.

### The Essay Writing Process



**Steps in Essay Writing**

Follow the steps below whenever you have to write an essay.

**Step One: Pre-Writing**

1. Get ready to write.
2. Understand the topic.
3. Free-writing (continue writing ideas that come into your mind).
4. Clustering (cluster your main ideas – see diagram on page 15).
5. Read or Research to find information.
6. Make an outline of your paper.

**Step Two: Writing the first draft**

1. Put all your ideas into sentence form.
2. Correctly organize your ideas into paragraphs.
3. Do not worry, if your writing is still not perfect.
4. Remember that this is your draft and it is alright, if later on you change a few things.

**Step Three: Revising**

1. Add, delete or rearrange information.
2. Eliminate sentences that don't make sense.
3. Make sure that your sentences are supporting each other.
4. At this stage, your writing might look different than your original draft.
5. Read or research to find information.
6. Make an outline of your paper.

**Step Four: Proof Reading**

1. Check for spelling mistakes – use a dictionary to assist you.
2. Ensure that the grammar is correct.
3. All that your sentences are complete.
4. Read your essay aloud – Check the flow of each paragraph and the flow of the whole essay.
5. You might ask for help from your teacher or instructor.
6. You might ask one of your friends to be your buddy critique.

**Step Five: Publishing**

1. Polish your essay: Check again each of the paragraphs in your essay. Ensure that the introduction, the body and the conclusion paragraphs are well written.
-



2. This should be your final copy.
3. Type your work on a computer or neatly handwritten it.
4. Submit your essay on time.

### Types of Essay

In high school and university, there are several types of essays that students most likely will be asked to write. These styles cover the writing skills that students need throughout their lives. Mastering early the different styles of essays, allows students to focus their efforts on the content of their essays, rather than form. To do well in your essay assignment, you must read your assignment guidelines carefully, to make sure that you write the correct type of essay as required.

There are five main types of essays. These are:

1. **Descriptive Essay:** These types of essays describe people, persons, places, things, animals, plants and other things giving facts about them in general.
2. **Narrative Essay:** These essays narrate events, visits, journeys, matches, stories, legends and biographies.
3. **Reflective Essay:** A **reflective essay** is a form of writing that examines and observes the progress of the writer's individual experience. While **reflective essays** explain and analyze the development of the writer, they also discuss future goals.
4. **Argumentative Essay:** The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.
5. **Imaginative Essay:** These essays deal with topics on the basis of imagination. These include wishes, life stories and adventures of some animals or beings.

To write a **narrative** essay, you will need to tell a story (usually about something that happened to you) in such a way that the audience learns a lesson or gains insight.

To write a **descriptive** essay, you will need to describe a person, object, or event so vividly that the reader feels like he or she could reach out and touch it.

### Tips for writing effective narrative and descriptive essays:

- **Tell a story about a moment or event that means a lot to you.** This will make it easier for you to tell the story in an interesting way.
- **Get right to the action.** Avoid long introductions and lengthy descriptions, especially at the beginning of your narrative.
- **Make sure your story has a point.** Describe what you learned from this experience.



- **Use all five of your senses** to describe the setting, characters, and the plot of your story. Do not be afraid to tell the story in your own voice. Nobody wants to read a story that sounds like a textbook.

### How to Write Vivid Descriptions

Fill out this chart:

What do you smell?	What do you taste?	What do you see?	What do you hear?	What might you touch or feel?

**Remember, avoid simply telling your readers what something looks like. Tell them how it tastes, smells, sounds, or feels.**

Study the following examples:

- Sogeri rain smells different from a Port Moresby drizzle.
- A mountain breeze feels different from a sea breeze.
- We hear different things in one spot, depending on the time of day.

### Using Concrete Details for Narratives

Effective narrative essays allow readers to visualize everything that is happening in their minds. One way to make sure that this occurs is to use concrete, rather than abstract, details.

Compare the characteristics of concrete and abstract languages in the following table.

Concrete Language...	Abstract Language...
<ul style="list-style-type: none"><li>• Makes the story or image seem clearer and more real to us.</li></ul>	<ul style="list-style-type: none"><li>• Makes the story or image difficult to visualize.</li></ul>
<ul style="list-style-type: none"><li>• Gives us information that we can easily grasp and perhaps empathize with.</li></ul>	<ul style="list-style-type: none"><li>• Leaves your reader feeling empty, disconnected, and possibly confused.</li></ul>

The word **abstract** might remind you of modern art. An abstract painting, for example, does not normally contain recognizable objects. In other words, you cannot look at the painting and immediately say **that is a house** or **that is a bowl of fruit**. To the untrained eye, abstract art looks a bit like a child's finger-painting, just brightly colored splotches on a canvas.

Avoid abstract language. It will not help the reader understand what you're trying to say.





Examples:

<b>Abstract</b>	<b>Concrete</b>
It was a nice day.	The sun was shining and a slight breeze blew across my face.
I liked writing poems, not essays.	I liked writing short, rhythmic poems and hated rambling on about my thoughts in those four-page essays.
Mr. Smith was a great teacher.	Mr. Smith really knew how to help us turn our thoughts into good stories and essays.

The essay below demonstrates the principles of writing a basic reflective essay. Please note how each paragraph contains one main idea that is developed fully, supported with details or examples. Also, note how each paragraph flows smoothly to the next one, and the whole essay is tied nicely by the concluding paragraph.

### **My Journey to Become a Good Writer**

Writing is one of the things I used to hate the most. I hate it when teachers would ask us to pass an essay. I hate it when I have to compete in writing contests because teachers asked me to. Nevertheless, winning in those contests boosted my self-confidence. I thought I hate writing but I am good at it so I started to like it a bit. Things changed when I had two writing classes in college. These writing classes gave me the realization that I was not good in writing.

The first writing class I had to attend in college was all about writing different types of essay. The teacher would group us into four or five. We would read each other's essay and give comments afterwards. I was confident with my first essay but the people in my group are great critics. My confidence started to melt like an ice cream in a summer day. However, the grades given by our teacher for those essays saved some of the ice cream. I, nonetheless, enjoyed most days in that writing class except the part where I have to sit with the group. I realized that I, including my confidence, should not be affected by criticisms especially not by comments from fellow students who were there to learn just like me.

I passed the first writing class so I am confident for the second. The papers are a lot harder to write. We had to write four papers within the semester and a final paper before it ends. I am excited, curious and nervous at the same time when it is time to check the grades but those feelings would be quickly altered by disappointment. I got failing grades on all four papers but I thought this should not affect my confidence. Before writing the final paper, I went through all those four papers and looked where I went wrong. Keeping the corrections and comments in mind, I wrote the final paper and I was very happy when I received a passing grade.

From these writing classes, I realized that how we love or hate writing does not determine our skills. There is always a room for improvement if we are bad at something. We would receive negative feedbacks and failing grades sometimes but we would also receive passing grades or medals other times. What is important is we keep on learning and improving.





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

You may now move on to the next topic.

### 11.3.4.2 Summarizing a Documentary

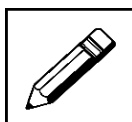
A summary is a short version of any given literary piece. Its purpose is to present a gist or a hint of the writing in a clear brief form so that it may easily be followed.

Summarizing is a valuable art indeed. Its practice not only increases the power of understanding ideas and facts accurately, but it leads to a clear style of expression also.

#### Elements of Documentary

As you have learnt in 11.3.3.1, there are two main elements in a documentary and they are Literal and Technical elements. Literal elements consist of purpose, plot and theme. Technical elements consist of narration, interviews, locations, shots, still shots, video or film clips, music, graphics and dramatization.

Now, read the transcript of the documentary film on **Bride Price Payment in Papua New Guinea** again and use its technical and literary elements on pages 54 to 55 and its cultural practices to do the next learning activity.



#### Learning Activity 26

Write a summary essay discussing the elements and the cultural issues suggested, presented or implicated in a local documentary, 'Bride Price Payment in Papua New Guinea'.



You have 1 hour for this activity.

---

---

---

---

---

---

---

---

---

---





3. **Genre** – which type of fiction the book belongs to. Genre may fall under one of two categories: Fiction and Nonfiction. Any genre can be either: a work of **Fiction** (nonfactual descriptions and events invented by the author) or a work of **Nonfiction** (stories which contain factual descriptions and events).

Use the information below to decide the genre of the book which you are writing the book review on.

**Fairy Tale:** Fairy tales are stories that demonstrate morals and cultural truths. These are usually passed down through generations before being written. A fairy tale is usually used to instruct children. Snow White and Cinderella are common fairy tales.

**Fantasy:** Alternate worlds, timelines, and universes are explored in fantasy stories, which seek to supplant individuals from reality into an entirely imagined realm. Fantasy novels such as **Lord of the Ring**, the **Hobbit** and the **Harry Potter** series have become extremely popular among people of all ages.

**Historical Fiction:** Real events and/or places are used in historical fiction, which utilizes characters or themes that did not literally appear in a historical setting. Gary Paulsen writes historical fiction for teens.

**Horror:** Horror stories are meant to evoke a feeling of terror or dread in the reader; in other words, the purpose is to scare and captivate the readers. Edgar Allan Poe and Stephen King have written many horror stories.

**Humour:** These stories are meant to evoke laughter and amusement. Although they may deal with serious subjects, humour stories are above all entertaining. Many columnists such as Dave Barry and Dave Sedaris write humour.

**Mystery:** A mystery story introduces drama and guesswork into reading. The purpose of a mystery story is to introduce the reader to a criminal act, and draw him or her into solving the case, much like a detective. The Sherlock Holmes stories and novels by Raymond Chandler are some of the most popular of the Mystery genre.

**Science Fiction:** Stories about advances in science, technology, or space exploration are known as “Sci-Fi.” Ray Bradbury is a prominent author in this genre.

**Short Story:** These books are extremely short (many books have several short stories), with no subplots and little character development. James Joyce and Virginia Woolf wrote many short stories about a variety of subjects.

4. **Author of the book** – The name of the writer of the book is acknowledged here.
5. **Plot of the story in the book**
- a. **Setting** – state the characters and where the story took place.
-



- b. **Conflict** – the problem is stated here.
  - c. **Climax** – The highest or exciting point of the book
  - d. **Descending tone** – How the book winds up its events.
  - e. **Ending of the story** – How does the story end? Does it have a happy or sad ending?
6. **Opinion of the book** – Was the book interesting or boring or inspiring?
7. **Recommendation** – Do you want others to read the same book? To which group of people is the book suitable for?

Now you will look at how you can write a book report.

### **Book Report Writing**

Here are some steps for you to follow to do your Book Report.

#### **1. Before You Read**

Before you begin to read the book, consider what types of things you will need to write your book report. Clearly, you need to plan well your book report and write a draft.

First, you will need to get some basic information from the book – on your draft, please find the information and jot down the following:

- Author
- Title
- Name of publisher, year of publication and publisher location
- Number of Pages

You can either begin your report with some sort of a quote, or you can incorporate some of these items into the report itself.

Next, try to answer the following questions to get you started thinking about the book:

- **Author:** Who is the author? Have you read any other works by this author before?
- **Genre:** What type of book is this: fiction, nonfiction, biography, etc.? Do you typically read these kinds of books? Do you like them?
- **Title:** What does the title do for you? Does it spark your interest? Does it fit well with the text of the book?
- **Pictures/Book Jacket/Cover/Printing:** How does the cover of the book look like? Is the cover of the book colourful? Does it look interesting? What does the



book jacket or book cover say? Were you excited to read this book because of its cover? Are there pictures in the book? Do the pictures help to make the reading of the story more enjoyable?

## 2. As You Read

While reading a work of fiction, keep track of the major characters. You can also do the same with biographies. When reading nonfiction works, however, look for the main ideas and be ready to write about those ideas.

- **Setting:** When and where does the story take place?
- **Plot:** What happens in the beginning, in the middle and at the end of the story?
- **Characters:** Who are the main characters in the story? What happens to them? Were there good and bad characters? Did you like any of the characters? Why?
- **Conflicts:** What are the challenges facing the protagonist (main character)? What are the conflict(s) that he or she (or they) will have to overcome? Discuss and write about them briefly.
- **Episodes:** After the introduction, a story usually presents a series of separate events in the plot, building from one situation to the next. A new episode (or scene) begins when the place and time change, or when something really important interrupts what has been happening. With each successive episode, the conflict becomes more and more intense, demanding some sort of resolution.
- **Main Ideas:** What is the main idea of the book? What happens? What did you learn that you did not know before?
- **Quotes:** What parts of the book did you like best or touch you the most? Are there parts that you could quote to make your report more enjoyable?

## 3. When You Are Ready to Write

Write down the book, the author and all of the other important information. After that summarize what you have learned from the book. Explain what happens in the book, and discuss the elements you liked, the ones that you did not like or some parts that you would have liked to change.

- **Organize:** Make sure that most of your paper summarizes the work. Then, you may analyze the characters, conflicts or themes of the work.



**Your Evaluation:** Choose one or a few points to discuss about the book. What worked well for you? How does this book compare to others by the same author or other books in the same genre? What's the theme of the book? Did the book appeal to you on an emotional or logical way?

**Recommendation:** Would you recommend this book to others? Why? To which age group would you recommend this book to?

#### 4. Revising for the Final Copy

- Do a quick double check of your paper.
- Double-check the spelling of the author name(s), character names, special terms, and publisher.
- Check the punctuation and grammar slowly.
- Make sure you provide enough summary, so that your reader or instructor can tell you to read the book.
- Consider adding some interesting quotes from the reading.

Given below is an example of a book report on the book titled, **The Island of the Blue Dolphins**.

Elements of the story	Give your information on these elements.
The story of <b>The Island of the Blue Dolphins</b> is set on an Island off the coast of California.	Comment on the setting (time and place) is important.
The theme of <i>The Island of Blue Dolphins</i> is survival. We see that it is possible for a man to live alone for many years and yet remain human. The main character is Won-a-pa-lei	Show that you understood the theme of the novel.
The main character Won-a-pa-lei makes many decisions that are important turning points in the story. For example: She decides to leave the Island because she is afraid of dogs.	Describe the character and how it develops in the story, giving examples and quotes.
The author builds up the suspense towards meeting of the two girls.	Show that you can see something of the way the author achieves the effects of the story.
It is not until Ramo was killed by wild dogs that Won-a-pa-lei...	Show that you understood the sequence of the story.
As a character, Won-a-pa-lei grows and changes without white man influences. Despite the setbacks she suffers, she continues to survive. When her canoe is destroyed, she gathers wood for another.	Comment on the important aspects of the story, to which give you information about the life of the character.
I felt I would not have survived as well as Won-a-pa-lei did.	Talk about your personal reaction to the events, theme or characters in the





	story.
We are given a picture of the effects of traditional beliefs on Won-a-pa-lei. For example, she believed that the winds would take away her breath if she made weapons, or that weapons would break her hands.	Give examples from the story to show you can support your comments.

### About an Author

Steven Winduo is a Papua New Guinean poet and scholar. He lectures at the University of Papua New Guinea. He graduated from the University of Minnesota, USA, with a PhD in English (1998). In 2007, Dr. Winduo returned to his alma mater in the USA as a visiting Professor in English for one year. Winduo speaks several languages: English, Tokpisin (PNG pidgin), Nagum Boiken (mother tongue), and some Japanese.

Steven Winduo has published three poetry collections: **Lomo'ha**, I am in Spirits' Voice I Call' (1991), **Hembemba: Rivers of the Forest** (2000), **A Rower's Song** (2009) and **Detwan How? Poems in Tok Pisin and English** (2012). In 2010, his short story collection titled **The Unpainted Mask** was published.

Michelle Keown, one of the founders of the Pacific Islands Writings, gave her praise: 'Winduo is one of the few contemporary Papua New Guinean writers to have achieved international recognition in recent years.'

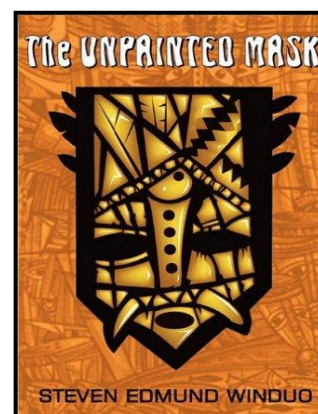
Steven Winduo has written a number of short stories and poetry. His collection captures the changing of the social, cultural and political landscape of Papua New Guinea.

Papua New Guinea is full of masks. Masks worn for dances, for sacred ritual, for protection, for disguise or are simply worn as part of daily attire. Some masks are elaborately painted and designed; others appear plain and simple.

Whatever aspects of mask you are looking at, the writer discusses, the realities of wearing masks lies entirely in the one wearing the mask. We, the outsiders looking on, do not know what happens inside each mask - except the wearer.

Published in 2010 Steven Winduo's **The Unpainted Mask** is a collection of 26 short stories. The following are some of the titles: **The Unpainted Mask**, **Last Theatre**, **Kusai Street**, **The Street Salesman**, **Infatuations of Mero**, **An Easter Story**, **The Flute**, and **Jungle Justice**.

**The Unpainted Mask** was Co-published by UPNG Press & Bookshop and Manui Publishers in 2010. In **The Unpainted Mask**, Steven Edmund Winduo demonstrates his ability as a writer in this collection of short stories. The collection captures the changing social, cultural, and political landscapes of Papua





New Guinea. The collection is a blend of published and unpublished short stories. The stories cover journeys people make from their unperturbed societies to the ones in constant negotiation with change. These stories blend lived experience with imagined ones among Papua New Guineans. The book highlights the sometimes uncomfortable relationships and challenges emerging in different socio cultural encounters. One major theme runs through all stories in this collection: Mask. People wear different masks to view themselves and others. People have different opinions and views when viewing a mask from outside of a mask. People choose to wear a painted mask or an unpainted one. The central theme of the story lies in the masks and who wears it. This is an excellent collection of short imaginative prose.

Below, please find a sample of a Book Report Form on **The Unpainted Mask**.

#### Book Report Form

Title	<b>The Unpainted Mask</b>
Author	Steven Edmund Winduo
Publisher and Date of Publication	Co-published by UPNG Press & Bookshop and Manui Publishers, 2010
Genre	Adult Fiction – A collection of 26 short stories
Plot	Kamba and Vanessa discussing people and things in their lives with Kamba using masks as symbols
Setting	Gerehu, Port Moresby
Characters	Kamba (the husband) and Vanessa (the wife)
Narrator	Kamba – First Person Narration
Rising action or conflict	Kamba promised to accompany Vanessa to church but he stayed in his dorm instead
Climax	Vanessa confronted Kamba and asked why he didn't keep his promise
Descending Tone	Kamba decided to take Vanessa's offer
End	Kamba and Vanessa got married and seemed to live a happy life
Theme	The wearer of the mask is the only one who knows what he feels or judges, but not the people outside of the mask ....
Opinion	The short stories were well written with a lot of insights into the real life and difficulties faced by ordinary people of PNG
Recommendation	This collection of short stories is suitable to be read by young adults and adults



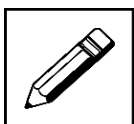
Read the summary of the story 'The Unpainted Mask'.

**The Unpainted Mask** is the first story among the 26 short stories that made up Steven Winduo's first collection of short stories which bears the same title. The story begins with the description of a quiet and serene morning seen from Kamba's window. Soon his wife, Vanessa, joined him looking out of their bedroom window admiring the beautiful morning scenery.

The story then took us back to when the couple first met five years ago – at that time both were still students studying at the University of Papua New Guinea. Kamba was studying philosophy, whereas Vanessa was majoring in education.

As they were trying to get to know each other better, it was revealed that Kamba had lost his Christian upbringing since according to him 'Christianity had uprooted his father and family'. In direct opposition to Kamba, Vanessa believes that 'being a Christian was a blessing'. To explain his point of view Kamba uses a parable of the painted and unpainted mask. He explained that 'the painted mask is a happy one, because it has colour and extra artistry'. The unpainted mask, on the other hand, is an unhappy one because 'the owner has discarded it'. He elaborated his analysis by saying: 'Now-a-days, the painted masks are painted with imported bright colours. With some skills of paint mixing, the painter is able to master the art of painting with his brush, thus giving a new image of the mask. And our poor unpainted mask is worn with agony, frustration and unhappiness. The unpainted mask belongs to the dark corners of a house, or to the weathered **haus tambaran**, where no one uses it anymore'.

You may now complete the following activity.



### Learning Activity 27

Complete the book report form below on your favourite book or on one of the books which you had read in the past.



You have 30 minutes for this activity.

### Book Report Form

Title	
Author	
Publisher and Date of Publication	
Genre	
Plot Setting- characters and place and time	







This Unit will introduce you to the art of writing and delivering a speech which often at times is also called public speaking.

### **Everyday Public Speaking**

Every single day people across Papua New Guinea and around the world stand up in front of some kind of audience and speak. Although public speeches are of various types, they can generally be grouped into three categories based on their intended purpose: informative, persuasive, and entertaining.

#### **Informative Speaking**

One of the most common types of public speaking is informative speaking. The primary purpose of informative presentations is, to share one's knowledge of a subject with an audience. Reasons for making an informative speech vary widely. For example, you might be asked to instruct your friends on how to use a new mobile phone, or to present your book report orally to your parents or tutor. Your local community group might request you to explain some carvings or paintings or customs, or to share your expertise on cooking some local dishes to a group of tourists who are visiting your village. What all of these examples have in common, is the goal of imparting information to an audience.

Informative speaking is integrated into many different occupations. Physicians often lecture about their areas of expertise to medical students, other physicians, and patients. Teachers impart knowledge and skills to their students on a daily basis. Some other occupations such as fire fighters give demonstrations about how to effectively control a fire in the house. Informative speaking is a common part of numerous jobs and other everyday activities. As a result, learning how to speak effectively has become an essential skill in today's world.

#### **Persuasive Speaking**

A second common reason for speaking to an audience is to persuade others. In our everyday lives, we are often called on to convince, motivate, or otherwise persuade others to change their beliefs, take an action, or reconsider a decision. Advocating for musical instruments to be made available for the youth group in your church, convincing your Member of Parliament to provide more training for young people in your town or village, or inspiring parents to give chances to their daughters to get education - all of these involve influencing other people through public speaking.

Whether public speaking is something you do every day or just a few times a year, persuading others is a challenging task. If you develop the skill to persuade effectively, it can be personally and professionally rewarding.

#### **Entertaining Speaking**

Entertaining speaking involves a range of speaking occasions ranging from introductions to wedding toasts, to presenting and accepting awards, to delivering eulogies at funerals and memorial services, in addition to after-party or family gathering speeches. As with persuasive and informative speaking, there are professionals, from religious leaders to comedians, who make a living simply from delivering entertaining speeches. One such

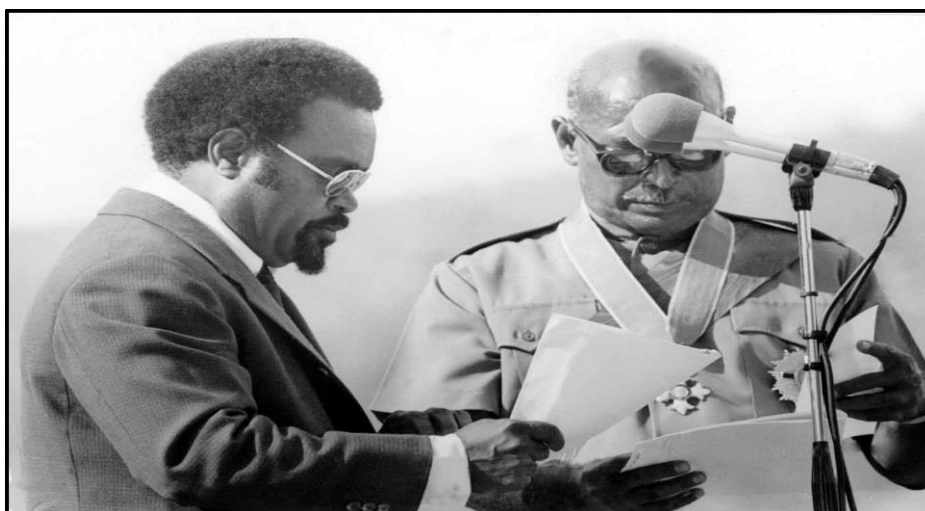
---



person is none other than the famous PNG's very own funny man, Mr. Kanage, whose been entertaining the whole country with his hilarious and comical jokes. Although, we love to laugh when listening to amusing speeches, we must remember that speaking to entertain is a task that requires a lot of preparation and practice to be effective.



**Read an example of a speech, By Sir Michael Somare on the 16<sup>th</sup> September 1975.**



Prime Minister Michael Somare conversed with Governor General Sir John Guise just before he delivered the speech declaring Papua New Guinea's independence on 16 September 1975.

My people of Papua New Guinea, this great day we have looked forward to, for so long-has arrived. I want to call upon all the people, everywhere, during these few days of celebration. Let us 'Bung wantaim and Ahebou" and join in the very important day that has dawned upon us.

Today is the 16<sup>th</sup> of September- the Day of Independence for Papua New Guinea. We have talked about this Day; we have planned for it, worked for it and looked forward to it. This is the end of an era and the beginning of another.

I think we are more fortunate than many other countries. Our climb towards independence, which has seemed so long and hard, has been in some ways an easy road compared with the long and bloody trouble of struggle for freedom which other countries have gone through. But even so, it still represents years of planning; overcoming opposition debate, and hard work on the part of everyone who has contributed to the birth of our new nation.

For me personally, today represents the achievement of an ambition which I have never distinguished. This is the fulfillment of my mandate as an elected member and my goal as a Chief Minister. That is, has led us into nationhood and independence.



Only a few years ago, when I and some of my Pangu Party members were advocating self-governance and independence, some people thought it was a big joke. Others said 'yumi no ready yet'. I was branded a dangerous radical. I was bitterly criticized both in PNG and in Australia as a 'blunt', 'rude', 'radical' and "dangerous." As recently as 1968, people were saying it would take another twenty five years to fifty years or more, before we could be ready to look after our own country. But we achieved it in only seven years. I am happy to say that we have succeeded in many areas of development and progress.

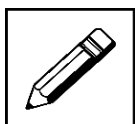
In 1972, when we came to power, there was not one national District Commissioner. Today, every district commissioner, except one, is in Papua New Guinea. We have achieved self-governance in 1973 without any troubles, and now we attained independence...

The merging of Papua and New Guinea, like so many of our country's marriages, was arranged for us, but through this I believe we have all been enriched beyond words, and have found fulfillment and the opportunity to learn from each other. And today, the break with those who joined us with Australians and the United Nations is complete. We stand united and independent.

From now on, we speak to all nations as equal. It is good to know that among them, we already have many firm friends. We therefore go forward, not in Isolation or alone but as the youngest member in a world family of nations.

We face the future confident that with God's help, we will build a great nation.

You will now move on to the next activity.



### Learning Activity 29

Use the outline below to sort out the main points and supporting details in Sir Michael Somare's Independence Speech. An example has been done for you.



You have 30 minutes for this activity.

Title \_\_\_\_\_

i. Introduction: Paragraph 1 – The Great Day has finally arrived

1. Calling all people to come together to celebrate
2. The nation was invited to 'Bung wantaim and Ahebou'

ii. Paragraph 2





1. \_\_\_\_\_

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

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

iii. Paragraph 3

1. \_\_\_\_\_

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

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

iv. Paragraph 4

1. \_\_\_\_\_

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

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

v. Paragraph 5

1. \_\_\_\_\_

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

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

vi. Paragraph 6

1. \_\_\_\_\_

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

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

vii. Paragraph 7

1. \_\_\_\_\_

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

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

viii. Paragraph 8



1. _____
2. _____
3. _____

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

Now, you will learn how to write a speech.

### Steps in Writing a Speech

1. **Prewriting:** This is where you write down all information you would have read or taken out from a book when you were researching on the topic.
2. **Limiting the topic:** In this step, you narrow your topic down to a particular issue or problem.
3. **Writing the outline:** Then, you will write out the outline for your speech.
4. **Editing:** Then you edit, so you remove any unnecessary information.
5. **Writing the final speech:** Finally, you will use the remaining notes to write up your final speech.

Now, you will learn about the **transitional words** which you can use when giving a speech.

**Transitions** are words, phrases, or sentences that tie the speech ideas together and enable the speaker to move smoothly from one point to the next. Transitional words give cues to the audience that a new point will be made and keep the listeners attentive. In short, transitional words allow you to move easily between the main parts of your speech. When you use some well-developed transitions into your speech, you will feel more at ease and confident and your audience will be able to enjoy your speech.

Below, are a number of transition words that you can use in different parts of your speech:

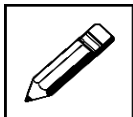
<b>Beginning</b>	<b>Middle</b>	<b>Ending</b>
● Let's begin with	● My next example is	● As you can see from these examples
● First of all	● Moving right along	● That brings us to ...
● My first point is	● In fact	● Finally
● In the first place	● The next point I'd like to make	● My last point is



	● Not only .... but ....	● To conclude
	● However	
	● Furthermore	
	● Keeping these points in mind	
Let's begin with ...	Moving right along ...	That brings us to ....
The next point I'd like to make is ...	My first point is ....	Not only ...
As you can see from these examples ...	In fact ....	In the same way ...
Now that we have established ...	First ... second ... third ...	In addition to ...
Keeping these points in mind ...	At the same time ...	Now let's consider ...
My next example is ...	However, ...	Finally ...
Furthermore ...	Nevertheless ...	To conclude ...

- “Moreover, furthermore, also, another point is ...,” are some of the transitional words which will be effective to show the continuation of the same opinion or supporting facts.
- Use “however” or “on the other hand” to introduce an opposing point.
- As a signal that you’re indicating your opinion, you can use “In my opinion, I think that, I believe that, It would seem that, or It could be that”.
- You can use transitional words such as “In conclusion ...”, “I’d like to finish by ...” to indicate that you’re about to end your speech.

You may now move on the next activity.



### Learning Activity 30

An evaluation sheet is also given below. Using the information given in this Unit, your task is to write a speech in the spaces given below.



You have  
1 hour  
for this  
activity.

---



---



---



---



---



---



---



---



---



---



---





Circle one number (1 to 5) for each category: 1 being the lowest score and 5 being the highest

**SPEECH DELIVERY**

1. Clear speaking voice. Clarity in pronunciation of each word.	1	2	3	4	5
2. Effective vocal tone, speed and volume. Easy to understand.	1	2	3	4	5
3. Effective gestures, movement and body posture.	1	2	3	4	5
4. Strong eye contact with the audience.	1	2	3	4	5
5. Does not read the speech.	1	2	3	4	5
<b>TOTAL 1 - 5 Components</b>					

**SPEECH CONTENT**

6. Introduction: gets your attention, creates interest.	1	2	3	4	5
7. Thesis/Topic: is clear – you know what the speech is about.	1	2	3	4	5
8. Main points: are logical, easy to follow.	1	2	3	4	5
9. Main points: are developed with evidence or sources.	1	2	3	4	5
10. Conclusion: is clear, refers back to introduction.	1	2	3	4	5
<b>TOTAL 9 – 10 Components</b>					

**TOTAL 1 -10 COMPONENTS:** \_\_\_\_\_ **MARK:** \_\_\_\_\_ / 50 = \_\_\_\_\_ %

**INDICATORS**

45 - 50 : Excellent                      30 - 34 : Good                      > 25: Needs a lot  
35 - 40 : Very Good                      25 - 29 : Satisfactory                      of improvement



## SUMMARY

Congratulations! You have come to the end of 11.3.

In Unit 11.3.1.1, you learnt about the Melanesian way, define Melanesian way, identified the different Melanesian ways and wrote an argumentative essay. You looked at the pros and cons of Wantok system and defined what a web of ideas is and constructed a web of ideas. In 11.3.1.2, you defined cultural identity as referring, to belonging to a group of people or a racial group. You also identified the cultural identity of all the provinces in Papua New Guinea, and read some articles and news report on language and culture. In Unit 11.3.1.3, you learnt about cultural identity in poems and read different types of poems about culture in Papua New Guinea. You also looked at how colonials have affected indigenous culture and you located scenes and incidents in a poem that express cultural identity. In 11.3.1.5, you learnt about cultural identity in short stories, and learnt how language and the selection facts can be powerful tools, to shaping perspectives of people and nations, both in the past and present.

In 11.3.2, you looked at novels, you first of all looked at the cultural aspects and issues in novels and read excerpts, or summary of the crocodile by Vincent Eri. Enumerate the cultural issues presented in novel and identified Character traits. In 11.3.2.2, you studied the cultural identity in novels, you compared novels that express universal theme, enumerate the scenes and incidents in the novels that represent the cultural identity. In 11.3.2.3., you learnt about how to analyse a novel, identified it's cultural aspects and you read a summary of a novel and identified their cultural aspects.

In 11.3.3 Documentaries, you studied the elements of documentaries, and you defined documentaries as a film or television program, showing events about a real life situation. You learnt about the technical elements as, narration, interviews, location shots, still shots, video or film, music, graphics, dramatization and learnt that the literary elements are Purpose, plot and theme or issue.

In 11.3.3.2, you viewed documentary excerpts on cultural issues and identified literacy elements in a documentary. You also discussed cultural issue presented or implicated in documentaries. And finally in 11.3.3.3, you learnt how to analyse a documentary, you read a documentary script on themes of Negritude and recognize elements used in the documentaries.

Finally, Workshop Writing 3, you learnt about the different essay writing and identified the steps in essay writing. You wrote an essay on cultural issues. In 11.3.4.2, you learnt how to summarize a documentary and listed the technical element and literary elements in the documentary. You also wrote a summary essay on cultural issues in PNG. You also learnt in



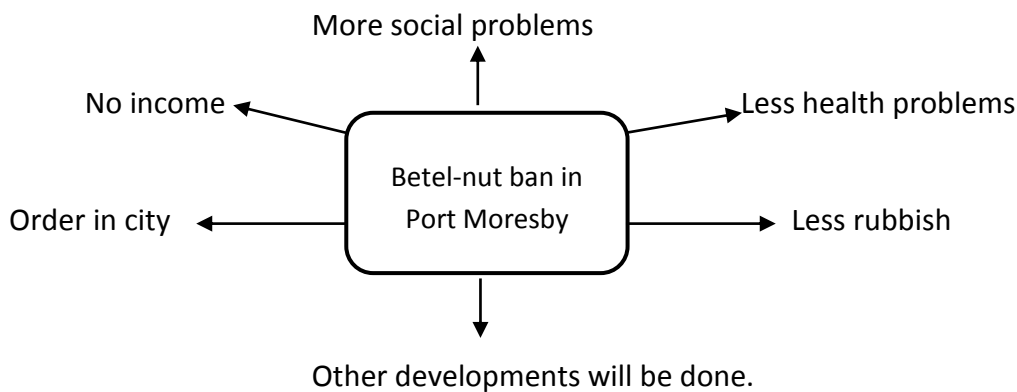
11.3.4.4. about how to write and deliver a speech. You studied the different expression you can use when presenting a speech, you studied the steps used in writing a speech.

In the next Unit, 11.4, we will look at Cultural Contexts, Part 2.



## UNIT 11.3                      ANSWERS TO LEARNING ACTIVITIES

### Learning Activity 1 *(This is a Sample Answer)*



### Learning Activity 2

Topic: Ban of betel-nut sale in the city

Advantages	Disadvantages
<ol style="list-style-type: none"> <li>1. Less rubbish</li> <li>2. Less health problems</li> <li>3. Other developments will be done</li> <li>4. Order in the City</li> </ol>	<ol style="list-style-type: none"> <li>1. More health problems</li> <li>2. More social problems</li> <li>3. Defacing the city with red stains from betel- nut spit.</li> </ol>

### Learning Activity 3 *(Sample of a balanced essay.)*

For many years, people have been arguing about whether a Chinese fish called ‘grass carp’ should be introduced to New Zealand. There are two groups of people with completely different ideas. Both want what is best for the country.

The main reason for introducing grass carp to New Zealand is that they are huge eaters of water weed. Water-weed is a big problem in drains and stream, as the channels get blocked by weed. Removal by weed by machine or chemical, can damage the environment and is very expensive. If grass carp was used, pollution from the weed could be stopped.

In addition, grass carp are good to eat. Growing carp could be a new form of farming. Catching the fish, processing them and getting them ready to sell, would provide jobs for people.





Catching grass carp is a popular sport in Europe. It could become a sport in New Zealand too. Grass carp could be put into places where trout do not live. This would make sport fishing available to more people.

There are also good reasons why grass-carp should not be introduced to New Zealand. The country has a few swamps and wet lands, that have not been changed by man. Grass-carp can breed in the wild. It is possible that grass-carp could adapt to different environment and breed in different places that are not now seen as suitable.

Grass-carp eat out the plant life, where ducks and swans live. This means, that they will not be able to live there. Hunters would not go out duck shooting. Trout fish suitable would lose their food source which is, insects that live in water weed. Sports fishing for trout would decrease. A lot of fish could break out of the fence and spread out to waterways where they are not wanted.

In conclusion, it will be quite difficult for the government to make a decision because both sides of the arguments are strong. However, I still believe that grass- carps should be introduced to New Zealand in the long run.

### **Sample of One-Sided Argumentative Essay**

#### **Healthy Food for Hong Kong Students ! (Chan Wai Kui)**

Last year, a Chinese University survey found that 42% of Hong Kong adolescents were having problems with excessive body weight, high blood pressure or abnormal blood fat levels. Poor diet was found to be the main contributor to the problems. The study also suggested that it was necessary to create an environment supportive of healthy lifestyles and to facilitate healthy food choices by schools, families and children. Hence, unhealthy food should be banned in all school canteens due to the reasons concerning the physical, psychological and social aspects of adolescents.

First, unhealthy food should be banned in school canteens, because of the health issues of children. Unhealthy food, often high in fat, sugar and salt, contribute to weight gain and obesity, which in turns put children at a risk of getting diabetes, heart disease, cancers and other health problems. An active example could be found at the schools in England, where obesity is a common sight. Poor diet in school canteens, vending machines, such as snacks, chocolate, soft drinks or ice cream are the main players. Therefore, from the year 2006, the food high in fat, salt or sugar has been banned from meals and vending machines in England's schools.

Second, unhealthy foods should be banned from school cafeterias, because they will affect children's concentration and performance in the classroom. Children at the early stage of their development, need more nutrients than adults, and so they should get a daily full serving of vitamins and nutrients, such as proteins and water. If students eat fast food every



day, they are more likely to have a lower IQ than those who don't. A New York study showed that students suffering from poor nutrition, score much lower on test scores of vocabulary, reading comprehension, arithmetic and general knowledge. Therefore, it is important that students should avoid eating unhealthy foods in order to achieve better at school.

Third, unhealthy foods should be forbidden in schools in the social aspect. Parents should monitor a child's diet. However, while students are away from their parents, the school must function as a parent and help students to develop a healthy eating habit. Besides, health education is extremely important for the well being of all the people. Schools should set a good example of nutritious eating for students, and promote a healthy lifestyle. Therefore, Hong Kong should impose a ban on all junk foods in school canteens.

Schools play an important students' life. Therefore, they ought to help in developing a good and positive lifestyle that a child will have. If the junk food is banned in schools, students would have better health. So, unhealthy food should be banned because of students' health. Since unhealthy food will bring problems, such as the health issues of children, poor concentration and performance in the classroom, unhealthy food should be forbidden at school.

#### FODE ESSAY WRITING MARKING GUIDELINES

Mark Band	Marking Guidelines – Essay WRITING	Student's Result
40 - 50	<ul style="list-style-type: none"><li>● TASK/MESSAGE: The message is well carried out; the message is comprehensible and presented in an interesting way. The topic has been considered from several angles; appropriate examples and illustrations have been given, including some personal input or opinion. (20)</li><li>● PARAGRAPHING: The presentation is effective; there is a clear structure - the paragraphing contributes effectively to the development of ideas. (10)</li><li>● LANGUAGE: The language is fluent using a good range and variety of appropriate grammatical structures with a good degree of accuracy, though there may still be a small number of errors. The choice and use of vocabulary and idiom are varied and interesting. The spelling/writing is generally accurate. (20)</li></ul>	



30 - 39	<p>● <b>TASK/MESSAGE:</b> The task is generally well carried out; the message is clear. The topic has been considered from more than one angle; and includes some appropriate examples and illustrations. (16) ● <b>PARAGRAPHING:</b> The presentation is clear; there is a good attempt at a structure. The paragraphing contributes to the development of some ideas. (7) ● <b>LANGUAGE:</b> The language is mostly fluent. There is a reasonable degree of grammatical accuracy, with some errors, when more complex structures are attempted. There is some variety in the choice and use of vocabulary and idioms. (16)</p>	
20 - 29	<p>● <b>TASK/MESSAGE:</b> The task is adequately carried out with some basic ideas being presented. (12) ● <b>PRESENTATION:</b> The presentation is clear for the most part, with occasional lapses; there is an attempt at structure. (5) ● <b>LANGUAGE:</b> On the whole the language is comprehensible with fairly correct use of basic grammar, but with many errors when more complex structures are attempted. The choice and use of vocabulary and idiom are still varied. (12)</p>	
10 - 19	<p>● <b>TASK/MESSAGE:</b> The task is barely adequately carried out; the message may be incomprehensible at times.(8) ● <b>PARAGRAPHING:</b> The presentation is occasionally clear but the paragraphing is generally inappropriate; the ideas are not adequately arranged or developed. (3) ● <b>LANGUAGE:</b> The language is not always comprehensible and lacks fluency. There are frequent errors in the use of simple grammatical structures; more complex structures are not attempted. The range of vocabulary and idiom is basic with frequent repetition of same words and common phrases. There are a number of spelling mistakes. ( 8 )</p>	
1 - 9	<p>● <b>TASK/MESSAGE:</b> The task is inadequately carried out; the message is frequently incomprehensible. (4) ● <b>PARAGRAPHING:</b> The presentation is poor and unclear; there is no attempt at a structure. The paragraphing is haphazard; the ideas remain undeveloped with no linkage between sentences and/or paragraphs. (1) ● <b>LANGUAGE:</b> The language, on the whole, is incomprehensible with high proportion of grammatical errors; almost all of the sentences contain mistakes. The use of vocabulary and idiom is limited and inaccurate; words are frequently invented. There are quite a number of spelling mistakes.( 4)</p>	

NOTES: The students are marked on their ability to perform well in the three main component of the Essay: their ability to deliver the message (highest mark: 20 ; the well constructed paragraphs (highest mark 10) and the correct use of vocabulary and grammar (highest mark: 20).

#### Learning Activity 4

1. Inductive
2. Deductive



3. Inductive
  4. Deductive
  5. Inductive
  6. Deductive
- 

**Learning Activity 5**

1.
    - a. Jim saw in five different countries, the swans were white.
    - b. Sweeping statement or incorrect statement.
  2.
    - a. Each sample boiled at 100 degrees Celsius.
    - b. Conclusion-No reason to doubt water boils at 100 degrees Celsius.
  3.
    - a. A person from Alpacia has always symbolizes jealous and futile person.
    - b. Sweeping statement.
  4.
    - a. Greater pressure is felt when a person goes deeper into the water.
    - b. Conclusion –greater pressure is felt when a person goes deeper into the water.
- 

**Learning Activity 6**

Province	Culture Identity
East New Britain	<b>Example: Tolais, Kuanua Language Speakers</b>
West New Britain	Oil Palm
Manus	Chauka Shell
New Ireland Province	Malangan Festival
Bougainville	Bamboo pipe band
West Sepik	Painted Canoe of Sissano Lagoon
East Sepik	Crocodiles
Madang	Flying fox/bats
Morobe province	Kundu Drums
Oro Province	Tapa Cloth
Milne Bay	Yam dance
NCD	Metropolis ( Capital of PNG - Port Moresby)
Central Province	Motu Language/Lagatoi
Gulf	Sago
Western Province	Fish Baramandi
Eastern highlands	Half Spirit and half man known as Nokondi
Simbu	Kuman language

---



---

Western Highlands	Stone axe
Southern Highlands	Cassowary
Hela	Wigman
Jiwaka	Stone axe

---

### Learning Activity 7 (*Sample of Descriptive Essay*)

#### My Mother

My mother always reminds me of freshly baked breads. The feeling is so warm with a sweet fragrance. And I cannot help being drawn over just like a newly born baby. Despite this, the feeling I have for my mom is ever changing. She is like a rose, so tough and so beautiful. She teaches me all that she knows in what she thinks is the most appropriate time and way, raising me up to be a mature, sensible and strong-minded girl.

My mother teaches in a vocational high school, which I would not like to tell others when I was young because she is more of a care-taker for those so-called bad students rather than a professional English teacher. However, she changed my mind with her great passion for her teaching career. My mother's "special students" usually skip classes, are internet addicts, and often quarrel with parents and teachers. I cannot imagine how my mother deals with them, especially when she is the head teacher in charge of around 40 students like this. To my surprise, those students adore my mom so much that they call her Mother Fan, which I am envious of. They often visit our home and sometimes bring her flowers after graduation. I was very confused at the beginning because those students are known for poor teacher-student relationships. Then, I asked one of them. She told me that my mom was a wonderful teacher - she never pushes students and she always gives them useful life suggestions. It was then that I started to be proud of my mother for her 'special' teaching job.

My mother is also of super help when I encounter problems. I remember having nightmares at a very young age. No matter how late it was, she would go to my room, and hold me tight until I slept safe and sound again. When I was a school girl, she kept a close contact with my teachers. When I had troubles with studies, she never blamed me, but gave me faith that I could keep up, if I tried hard. She is also a wonderful cook. She takes care of me with great patience and cooks me different dishes every day. My mom is very thrifty in life. However, she is never mean when it comes to me. She is also incredibly far-sighted, sending me to participate in summer camps when I entered secondary school, which made me very independent. Now that I am in university and far away from her, she can no longer take care of me. Instead, she gives me constructive advice when necessary. For example, when I had my first boyfriend, she taught me not to depend on him too much, and keep my own social circles.

'Mama is the dearest person to you in the world', just as the old song goes. My mom is the dearest person to me and I admire her because of her patience, compassion and toughness.

**FODE ESSAY WRITING MARKING GUIDELINES**

Mark Band	Marking Guidelines – Essay WRITING	Student's Result
40 - 50	<p>● <b>TASK/MESSAGE:</b> The message is well carried out; the message is comprehensible and presented in an interesting way. The topic has been considered from several angles; appropriate examples and illustrations have been given, including some personal input or opinion. (20) ● <b>PARAGRAPHING:</b> The presentation is effective; there is a clear structure - the paragraphing contributes effectively to the development of ideas. (10) ● <b>LANGUAGE:</b> The language is fluent using a good range and variety of appropriate grammatical structures with a good degree of accuracy, though there may still be a small number of errors. The choice and use of vocabulary and idiom are varied and interesting. The spelling/writing is generally accurate. (20)</p>	
30 - 39	<p>● <b>TASK/MESSAGE:</b> The task is generally well carried out; the message is clear. The topic has been considered from more than one angle; and includes some appropriate examples and illustrations. (16) ● <b>PARAGRAPHING:</b> The presentation is clear; there is a good attempt at a structure. The paragraphing contributes to the development of some ideas. (7) ● <b>LANGUAGE:</b> The language is mostly fluent. There is a reasonable degree of grammatical accuracy, with some errors when more complex structures are attempted. There is some variety in the choice and use of vocabulary and idioms. (16)</p>	
20 - 29	<p>● <b>TASK/MESSAGE:</b> The task is adequately carried out with some basic ideas being presented. (12) ● <b>PRESENTATION:</b> The presentation is clear for the most part, with occasional lapses; there is an attempt at structure. (5) ● <b>LANGUAGE:</b> On the whole the language is comprehensible with fairly correct use of basic grammar, but with many errors when more complex structures are attempted. The choice and use of vocabulary and idiom are still varied. (12)</p>	
10 - 19	<p>● <b>TASK/MESSAGE:</b> The task is barely adequately carried out; the message may be incomprehensible at times.(8) ● <b>PARAGRAPHING:</b> The presentation is occasionally clear but the paragraphing is generally inappropriate; the ideas are not adequately arranged or developed. (3) ● <b>LANGUAGE:</b> The language is not always comprehensible and lacks fluency. There are frequent errors in the use of simple grammatical structures; more complex structures are not attempted. The range of vocabulary and idiom is basic with frequent repetition of same words and common phrases. There are a number of spelling mistakes. ( 8 )</p>	
1 - 9	<p>● <b>TASK/MESSAGE:</b> The task is inadequately carried out; the message is frequently incomprehensible. (4) ● <b>PARAGRAPHING:</b> The presentation is poor and unclear; there is no attempt at a structure. The paragraphing is haphazard; the ideas remain undeveloped with no linkage between sentences and/or paragraphs. (1) ● <b>LANGUAGE:</b> The language, on the whole, is incomprehensible with high proportion of grammatical errors; almost all of the sentences contain mistakes. The use of vocabulary and idiom is limited and inaccurate; words are frequently invented. There are quite a number of spelling mistakes.( 4)</p>	



**NOTES:** You are marked on your ability to perform well in the three main component of the Essay: your ability to deliver the message (highest mark: 20 ; the well-constructed paragraphs (highest mark 10) and the correct use of vocabulary and grammar (highest mark: 20).

### Learning Activity 8

#### A.

Cultural Identity	Stanza and Line
1. Dressed in red laplap	1 <sup>st</sup> stanza – first line
2. Head dress	1 <sup>st</sup> stanza – third line
3. Rich smell of certain nut	1 <sup>st</sup> stanza – fifth line
4. Shell money hung around the neck	2 <sup>nd</sup> stanza – third line
5. Powder poured on the dancer	2 <sup>nd</sup> stanza – fourth line
6. Women shout ‘ padia mamai mulai’	5 <sup>th</sup> stanza – second line
7. Hands pointed at the kundu drum	3 <sup>rd</sup> stanza – third line
8. Sacred place	1 <sup>st</sup> stanza – sixth line

#### B. (A sample of a poem by Loujaya Mojji Dunar)

##### Precious Land

There is the land of mud  
Ours is the land of sun  
For I know the land is mine  
The land so nice and rich

We possess the rights to our land  
And as the thoughts strike my mind  
I search the position of my father  
It will be the end of his life  
And I'll bury him in the precious land of my fathers.

As I lay down to sleep  
I hear the footsteps of the warriors  
And they roam the land with silver stone axes  
Hooked on their belts

### Learning Activity 9

1. The new salesman wants to be a **top dog**.  
ANS: The boss



2. He drinks **like a fish**.  
ANS: Drinks plenty of beer.
  3. She was the **black sheep** of the family.  
ANS: An outcast of the family.
  4. Don't **wolf your food down**.  
ANS: Don't eat greedily, swallowing large chunks of food like a wolf.
  5. It is **raining cats and dogs**.  
ANS: A very heavy down pour.
  6. The police set a trap, but the thieves **smelt a rat** and drove away.  
ANS: suspected something bad was going to happen to them.
- 

### Learning Activity 10

1. The 'war' against the blood thirsty mosquitoes which relentlessly attacked Nalanduo and his parents.
  2. a. Make a fire with lots of smoke.  
b. Sleep in a mosquito net.
  3. He had to relay the sad news of his father death.
  4. It was because it was a sign that his brother was going to die that same night.
  5. He was killed by sorcery.
- 

### Learning Activity 11 *(The following are sample answers to compare with your own.)*

Cultural Issues from 'The Crocodile'	Cultural Issues from own culture- (Rabaul, EAST NEW BRITAIN)
1. Colonisation- war planes dropping bomb on Hoiri's village. 2. Whiteman's way- Sevese believed it was white-man brutalizing of his people.	1. Introduction of church 2. Japanese had tough rules that the locals must follow.

---

### Learning Activity 12

1. authentic
  2. rehearsal
-





3. article
  4. illustrations
  5. variety
  6. audible
  7. journalist
  8. photographer
  9. communication
  10. spectacular
- 

**Learning Activity 13**

1. People dancing
  2. Many people flocked together when a leader is visiting their area.
  3. Members of Hunters guild present in full regalia.
  4. Public use of gun powder.
- 

**Learning Activity 14** (A Sample Essay showing the changes in one's culture over time)**The Melpa Culture of the Western Highlands**

The highlands of Papua New Guinea were one of the last large groups to be brought into the world community. Mount Hagen and the Wahgi Valley area is the home of the Melpa people, and this area was not discovered by the outside world until 1934, when Australian gold prospectors (the Leahy brothers) entered the Wahgi Valley.

In many ways, most of the lifestyle in this area of Papua New Guinea remains relatively unchanged today. These people were among the world's first horticulturists, and even today sweet potato gardening is the basis for many things in the area, such as trade. Pigs are a sign of wealth among the Melpa people, and it is a common sight to see women working hard, looking after the family pigs and tending to their sweet potato gardens.

One of the most interesting of the Melpa's culture is their extended system of ceremonial exchange, called moka. Ceremonial exchanges became the measure of a man, and men begged and borrowed from their clansmen to sponsor a great moka ceremony. The bigger the presentation, the bigger the man and the man that gives the most amount is considered as Big Man. Trade partners accepted gifts, only to become obliged to reciprocate in the future. Following the Moka tradition, the recipients of Moka need to return an equal amount plus more. Thus, people are locked into escalating relations of generosity and debt.

However, as any other group of people, education and religion have brought progress and changes to the Melpa people. The greatest change within the Melpa people has been the

---



suppression of inter group warfare. The Melpa's traditional cultural values which placed importance on battle skills, sorcery and ritual cult knowledge are no longer put into practice – it had given way to efforts to amass more material prestige. Nowadays, wealth, land and leadership are more easily inherited by the people within the Melpa community than ever before.

Mark Band	ESSAY WRITING MARKING GUIDE LINES	Student's Result
40 - 50	<p>● <b>TASK/MESSAGE:</b> The message is well carried out; the message is comprehensible and presented in an interesting way. The topic has been considered from several angles; appropriate examples and illustrations have been given, including some personal input or opinion. <b>(20)</b></p> <p>● <b>PARAGRAPHING:</b> The presentation is effective; there is a clear structure – each paragraph contains one main idea which is developed fully. The paragraphing contributes effectively to the development of ideas in the essay. <b>(10)</b></p> <p>● <b>LANGUAGE:</b> The language is fluent using a good range and variety of appropriate grammatical structures with a good degree of accuracy, though there may still be a small number of errors. The choice and use of vocabulary and idioms are interesting and varied. The spelling/writing is generally accurate. <b>(20)</b></p>	
30 - 39	<p>● <b>TASK/MESSAGE:</b> The task is generally well carried out; the message is clear. The topic has been considered from more than one angle; and includes some appropriate examples and illustrations. <b>(16)</b></p> <p>● <b>PARAGRAPHING:</b> The presentation is clear; there is a good attempt at a structure. The paragraphing contributes to the development of some ideas. <b>(7)</b></p> <p>● <b>LANGUAGE:</b> The language is mostly fluent. There is a reasonable degree of grammatical accuracy, with some errors, when more complex structures are attempted. There is some variety in the choice and use of vocabulary and idioms. <b>(16)</b></p>	
20- 29	<p>● <b>TASK/MESSAGE:</b> The task is adequately carried out with some basic ideas being presented. <b>(12)</b></p> <p>● <b>PARAGRAPHING:</b> The presentation is clear for the most part, with occasional lapses; there is an attempt at structure. <b>(5)</b></p> <p>● <b>LANGUAGE:</b> On the whole the language is comprehensible with fairly correct use of basic grammar, but with many error, when more complex structures are attempted. The choice and use of vocabulary and idiom are still varied. <b>(12)</b></p>	
10 –19	<p>● <b>TASK/MESSAGE:</b> The task is barely adequately carried out; the message may be incomprehensible at times. <b>(8)</b></p> <p>● <b>PARAGRAPHING:</b> The presentation is occasionally clear but the paragraphing is generally inappropriate; the ideas are not adequately arranged or developed. <b>(3)</b></p> <p>● <b>LANGUAGE:</b> The language is not always comprehensible and lacks fluency. There are frequent errors in the use of simple grammatical structures; more complex structures haven't been attempted. The range of vocabulary and idiom is basic with frequent repetition of same words and common phrases. <b>(8)</b></p>	
1 – 9	<p>● <b>TASK/MESSAGE:</b> The task is inadequately carried out; the message is frequently incomprehensible. <b>(4)</b></p> <p>● <b>PARAGRAPHING:</b> The presentation is poor and unclear; there is no attempt at a structure. The paragraphing is haphazard; the ideas remain undeveloped with no linkage between sentences and/or paragraphs. <b>(1)</b></p> <p>● <b>LANGUAGE:</b> The language, on the whole, is incomprehensible with high proportion of grammatical errors; almost all of the sentences contain mistakes. The use of vocabulary and idiom is limited and inaccurate; words are poorly spelled and</p>	



	frequently invented. ( 4)	
--	---------------------------	--

**NOTES:** You are marked on your ability to perform well in the three main component of the Essay: your ability to deliver the message (highest mark: 20 ; the well-constructed paragraphs (highest mark 10) and the correct use of vocabulary and grammar (highest mark: 20).

### Learning Activity 15

American	Australian	Answers
1. Congress	Footpath	Parliament
2. Pacifier	Serviette	Dummy
3. Druggist	Nappy	Chemist
4. French fries	Parliament	Chips
5. Cookie	Dummy	Biscuit
6. Napkin	Tea	Serviette
7. Diaper	Chips	Nappy
8. Sidewalk	Barbecue	Footpath
9. Supper	Biscuit	Tea
10. Cookout	Chemist	Barbecue

### Learning Activity 16

Aspects of a Novel	
<b>Plot: a brief summary of the story</b>	<ul style="list-style-type: none"> <li>• Mark went to Gulf Province where he met Auru and Kivu who give him friendship, and introduce him to people and life in the village.</li> <li>• A death in the village might endanger Mark as he is not familiar with the practice of sorcery, nor the existence of spirit.</li> </ul>
<b>Characters: the people in the story; their feelings traits and</b>	<ul style="list-style-type: none"> <li>• Mark Forster: the main character.</li> <li>• Mark is a loner, meaning he prefers to be by himself,</li> </ul>



<b>experience.</b>	and he does not look for the company of other people.
<b>Purpose: the reason why the novel was written.</b>	<ul style="list-style-type: none"> <li>• To give the readers knowledge about life, tradition and custom as well as the people in Gulf Province.</li> <li>• To make the readers think of some possible way outs for Mark, if or, whenever he gets into trouble.</li> </ul>

**Learning Activity 17**

- |               |               |
|---------------|---------------|
| 1. unique     | 6. edible     |
| 2. contagious | 7. brief      |
| 3. despicable | 8. ashamed    |
| 4. homeless   | 9. delicious  |
| 5. illiterate | 10. humongous |

**Learning Activity 18**

<b>Technical Elements</b>
1. <b>Narration:</b> • Local Documentary Film Maker Stephen Rae, from Media Haus Production did an excellent narration when he documented two Bride Prices happening in the village of Gaba-Gaba in Central Province. • Mr. Rae speaks clearly, and he pointed out many interesting facts as his film crews covered the Bride Price Ceremonies.
2. <b>Interviews:</b> The Groom; the Groom's aunt and some of his relatives as well as the Bride's father, some of her relatives and the Bride herself were interviewed to give their feelings and thoughts on the day of the Bride Price Ceremony. Some of them also gave explanations about the tradition of Bride Price in their area. The Pastor in one of the villages prayed, gave a short sermon and blessed the couple after the Bride Price had been delivered by the Groom and his family to the Bride and her relatives.
3. <b>Location Shots:</b> The Documentary shows Mr. Rae and the Documentary Crew's journey from Port Moresby to Gaba-Gaba village. Two Bride Price Ceremonies were covered in the Gaba- Gaba village. The Documentary covered activities in both the Grooms and the Brides' residences. The Documentary Crew arrived early in the Gaba-Gaba village and when they finished recording the second Bride Price Ceremony – the sun was setting.
4. <b>Still Shots:</b> There is no still shot – the film flows continuously.
5. <b>Video or Film clips:</b> There is no Video or Film clips in this Documentary.
6. <b>Music:</b> There is a lot of singing and dancing performed by the families of both the Bride's and the Groom's.
<b>Literary Elements</b>



- |  |
|--|
| 1. <b>Purpose:</b> • To document one of the unique traditions in the Central Province of Papua New Guinea. • To inform and educate the public about the Bride Price Ceremony as practiced by the Central Province people.  |
| 2. <b>Theme / Issue:</b> The theme is the whole family of both the Groom and the Bride working hard together to enable the Bride Price Ceremony to take place and to be carried out properly.  |
| 3. <b>Plot:</b> As soon as the date for the Bride Price Ceremony had been agreed upon, the Groom's family members start preparing things and money needed for the Bride Price Ceremony. The Bride and her relatives also preparing things which later will be given to the Groom's family. |

### Learning Activity 19

- A.**
1. Judah said that he would buy his mother a set of meri blaus for her birthday.
  2. Lucy said that her aunty was going to cook dinner for them.
  3. Mrs. Ramos asked if the Grade 11 students would like to learn baking a banana cake.
  4. The Principal announced that the students who had been coming to school late must go to his office after school today.
  5. Father Paul said that we would study Jesus' Sermon on the Mount tomorrow.
  6. Joshua said that he was writing a letter to his uncle.
- B.**
1. "I do not speak Tok Pisin," said the ne student.
  2. "Would you like to help me in making rosaries tomorrow?" asked Sr. Mary.
  3. "Class, you must read books every day," urged by our English teacher.
  4. "Would you like to accompany me to visit the sick people in the hospital next week?" Pastor Julian asked the Grade 11 boys.
  5. "Do you know where our History teacher lives?" Robert asked.
  6. "Do not try my trick at home," the magician advised the audience.

### Learning Activity 20

1. Purposes- this refers to the aim or plan of the documentary.
2. Theme or Issue- 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.
3. Plot- This refers to the layout of the documentary.  
Exposition is the initial incident: The event that "gets the story going"  
Preliminary event: Whatever takes place before the action of the play that is directly related to the play?



Rising action: A series of events following the initial incident and leading up to the dramatic climax.

Climax: The turning point or high point of a story, when events can go either way.

Falling action: The series of events following the climax.

Denouement: Another term for the conclusion from the French word for “unraveling”.

---

### Learning Activity 21

#### A Sample Answer - Cultural Practices presented in the Documentary Film ‘Bride Price Payment in Papua New Guinea’

- **As explained by the Narrator of the Documentary Film ‘Bride Price Payment in Papua New Guinea’:** Bride Price is a culture that varies from province to province but in general it means the payment from the bridegroom and his family to the family of the bride’s. For in marriage the bride generally leaves her family and joins her husband’s family. To show the appreciation towards the Bride’s family for losing their daughter, the Groom’s family presents them with Bride Price.
- **The Bride’s father commented that** the Bride Price brings the two families together besides showing the Groom’s appreciation. Bride Price also seals the marriage in the family cultural situation.
- **All of the family members from both the Groom and the Bride participate and work together.** Each of the Groom’s relatives contributes money and food items such as rice, bananas, flour, sugar, coffee, tea and many other things as well as live pigs. The female members of both the Groom and the Bride’s families cook a large amount of food to be shared later. The male members of the Groom count the cash contribution and discuss the plan for the day.
- **All of the contributions are carefully noted.** One of the Groom’s relatives writes down the names of the family members and what they contribute so that the same support can be given to them later on if any of them needs to do Bride Price for any of their sons.
- **There are certain ways followed when delivering Bride Price.** In some areas, they hang the bilums and other Bride Price items on poles. In some other areas, paper money are attached to poles to show them off. These poles are then carried into the Bride’s family’s house by the female members of the Groom.
- **Some Bride Price is presented after the couple has been married for some years and has children.** While in some instances, Bride Price is given before the couple is married – it is also quite acceptable to present Bride Price to the Bride’s family after the couple has





been married for some years, and have children. In fact, in some ways it is more joyous this way because in the Documentary Film

---

### Learning Activity 22

- A.**
1. subject: three flying foxes      predicate: flew
  2. subject: the children      predicate: built
  3. subject: mother      predicate: prepared
  4. subject: the strong wind      predicate: blew
  5. subject: the moon      predicate: shines
  6. subject: Bart, Mike and Jim      predicate: went
- B.**
2. We have our lunch at noon.
  3. Do you have anything else to give me?
  4. It does not cost that much.
  5. I eat an apple every day.
  6. She is not as pretty as you are.
  7. He is going to sell his house.
  8. Mary can easily do it.
  9. The grade 6 students are drawing inside their classroom.
  10. Where did mother buy John's school bag?
- 

### Learning Activity 23

*(This is just a sample documentary analysis to compare with your own answer. The elements discussed in the essay below cover the narrative, the interviews, music and the purpose of the documentary)*

With clear and strong voice, local documentary film maker Stephen Rae, from Media Haus Production, narrated the documentary film on two bride price ceremonies taking place in Gaba-Gaba Village in Central Province. First, he gave the background information on the documentary film which he was shooting, by explaining how Papua New Guinea is exceptional, as not many countries in the world have as many cultures and traditions as Papua New Guinea. He further explained that one of the unique traditions that is still being practiced by the people in Central Province is 'Daba Heni' which literally means 'great gift' more commonly known as the 'Bride Price'.

---



To give authenticity to the materials collected for his documentary film, Mr. Stephen Rae interviewed quite a number of people. These people are the ones who are part of the family of the bride and the groom, as well as some close friends, and of course the bride and the groom themselves. Some of them gave detailed explanations about the tradition of bride price in their area. The bride's father spoke joyfully about his first daughter's happy day. He spoke, not only of his happiness that finally his daughter's bride price ceremony would take place, but for the fact that, now his family and his groom family were officially related. Representing the groom's side were his aunts and uncles who explained that as soon as the date for the Bride Price Ceremony had been agreed upon, the groom's family members started preparing things and money needed for the Bride Price Ceremony. Using a log book, one of the groom's relatives kept a meticulous record on information about the people who contributed and the amount of contributions. It's a take and give way of life – when it's your turn to need help from your clan for your son's bride price, then your clan will help you as much as you have helped in the past.

There was a lot of traditional singing and dancing in both the bride's and the groom's family house. Happy mood encompassed both camps. All members of the family were in high spirits, and doing their chores on that day happily. Female relatives, especially, could be seen either humming a tune or singing - some others formed a group and danced. When all of the Bride Price goods had been sorted out and put in a pole – the procession from the groom's family started to move to the bride's family home. The bride's family, who had been waiting in anticipation almost the whole day, were delighted when they could hear from a distance all of the singing and joyful noise made by the groom's family. They too, started to make preparation to receive the groom's and his family. When the groom's party finally arrived – speeches were given from both sides' of the family, and the preacher was given a chance to say a few words and to give his blessings. Finally, the money and the all of the gifts from the groom and his family were handed over to the bride and her family. There was so much laughter and happiness during this occasion.

The purpose of this documentation is to inform and educate those who do not have any knowledge of 'Bride Price', as practiced by the people from the Central Province of Papua New Guinea. On the day of the Bride Price Ceremony, the bride and her relatives also prepare things which later will be given to the groom's family. So, although it's called 'Bride Price' in actuality, the bride's family also present things in the form of cooked food to the groom's family. And as summed up by the bride's father "Bride Price makes the parents happy. It brings two families together and it is to show appreciation. Not only that, Bride Price seals the marriage in the family and cultural situation."

---

#### **Learning Activity 24**

**A sample paragraph** titled 'An Ordinary Day' written by Octavia Iman who lives in Johor, Malaysia.

---





### **An Ordinary Day (by Octavia)**

The cocka-doodle-doo sound of roosters and the call for Morning Prayer from a nearby mosque, signalled the beginning of another day - another busy day in the market. A fish monger struggled against the time. With skilled hands, he quickly arranged dozens of various fish, prawns, octopus, crabs and lobsters in his stall. I needed a rather large fish for my family party tonight. I reached for the largest red emperor. The fish was so fresh. Its skin was slippery when I touched it. After bargaining with the seller, I finished my business and rushed immediately out of the sea food section to catch some fresh air. I briskly walked to the fruit and vegetable section. Hmmm . . . the smell of tropical fruits filled my nostrils: the sweet and fresh smells of mangos, the soft and mushy smell of durian meat and oh, look - the inviting red rambutans (fruit with hairy rinds) with juicy, but crunchy flesh. My greedy eyes searched for the best. My taste buds couldn't stand it. I swallowed my saliva. I moved on to the next stand. I needed some spices to cook my curry chicken. The fresh spices made my tummy grumble. My basket was getting heavier. As I walked home along the road, I smelled people's cooking. I heard the pounding sound of the stones grinding the spices and the sizzling sounds of people, frying food. In a backyard, a child was crying. In my garden, the sprinkler was sprinkling frantically. The day became ripe. The sun shone its brightest and hottest light. Mothers were preparing to pick up their preschoolers. Half of the busy day had almost gone. Just another ordinary day in the lives of most people in my village.

---

**Learning Activity 25** (*This is just a sample descriptive essay on issues of cultural identity to compare with your own answer.*) The essay below was written by Raj Kumar. Raj Kumar is a bi-racial young man who lives in two 'worlds': the American one from his father and the Indian from his mother.

### **My Cultural Identity**

In the summer of 2014, I had the privilege of visiting my extended family in New Delhi, the capital city of India for the first time. While there, I learned to live without the essential needs that we take for granted, one of these was being able to drink tap water without boiling it first. In addition, I experienced something that I don't see often in my home country. This was the importance of family, the preservation of these family values, and how everyone in the family has their identity creating a unified body.

I was born into a bi-racial family. My father was born in the United States and grew up there, while my mother was born in India and grew up there. Even though, I am an American – Indian (not to be confused with the Native Americans), I always felt that I identified with my Indian ethnicity, more than I did with my American ethnicity. Although we were a close family – as a child, I spent more time with my mother than my father. It was my mother who taught me the foundations of growing up, using her own experiences along with her Indian background, values and tradition as a guide. From her I learnt to shape my ideas on family, my personal life, and my social life.

---



Using my Indian ethnicity as a guide, I found that family is an important part of growing up and there are significant values that should remain preserved in each generation. I discovered that family should be the first priority in everything. In addition, I also discovered that family is the main component in providing support and motivation in anything that I chose to accomplish.

Furthermore, while spending time with my mother's family in New Delhi, I found out that families should work as a whole and care for each other into old age. My Indian ethnicity also had a positive impact within my social life. It demonstrated that friendships and relationships should be placed as second priority. It taught me that although it is important to make friends in life, our family is much more important, because they are the ones who will support and guide us both in good times and in bad times. Furthermore, my ethnicity aided in deciding who I was and stayed faithful to that, and not who I wanted to be just to fit in. The development of my assertive personality also was a result of me using my ethnic background as a guide and as an influence.

I strongly feel that ethnic and cultural backgrounds are not something that we identify only on paper. It is something larger than that. Our ethnic and cultural identities are a large influence on how we see the world, others, and even ourselves. It is something that we largely take into account for, as we develop, mature, and come across new experiences to challenge us and to grow as a person.

---

**Learning Activity 26** *(This is just a sample summary to compare with your own answer.)*

Basically, the documentaries implicate a number of cultural issues. First, the bride is educated so a suitable amount has to be paid, because of her qualification. Then, we have the husband who sees her wife as an object, and emphasizes the fact he owns her. This mentality is not right. This results in violence and beatings of the wife. The wife is educated, so she decides enough is enough, and decides to end everything. She has cultural obligation to pay back the amount totaling to the bride price.

---

**Learning Activity 27** *(A sample answer)*

**Book Report Form**

Title	The Fault in Our Stars
Author	John Green
Publisher and Date of Publication	Dutton Penguin, 10 January 2012
Genre	Young Adult Fiction, Romance
Plot	Hazel who suffered from thyroid cancer met Augustus Waters whose cancer was in remission and they quickly became very good friends
Setting	Indianapolis, USA and Amsterdam, the Netherland



Characters	Hazel Grace Lancaster, Augustus Waters and Peter van Houton
Narrator	Hazel narrates the story in the first person, giving the reader access to her thoughts but also limiting the reader's perspective to what she sees
Rising action or conflict	Hazel struggles to figure out how to live her life and find meaning in it, as first cancer and then, more urgently the boy she loves faces terminal cancer.
Climax	Hazel and Augustus travelled to Amsterdam to meet with Augustus' favourite author, Peter van Houton. But instead of being kind Peter van Houton was very rude and cruel to them.
Descending Tone	When they discovered that Augustus's cancer has returned
End	Augustus passes away, and Hazel realizes that as much as the pain of losing Augustus hurts, she still thinks the pain was worth it.
Theme	Love triumphs over hardship
Opinion	The story was well written. The author profiled two young people who despite their terminal sickness were able to build true friendship and later to love each other.
Recommendation	This book is perfect for young adults – Middle School Students
Quote from the book	"My thoughts are stars I can't fathom into constellations."

**Learning Activity 28** *(This is just a sample book report to compare with your own answer.)*

### **A Book Report on the Fault in Our Stars**

**The Fault in Our Stars** is about a teenage girl named Hazel who had thyroid cancer when she was 13. At 16, she now suffers from fluid build-up in her lungs, and is forced to use an oxygen tank to breathe. She goes to a cancer support group for teens, and meets a guy named Augustus, who is in remission from osteosarcoma, which left him with only one leg. At first, they just begin as friends, but then they both realize, there is something more to their friendship.

However, Hazel realizes that she is probably not going to be around for long. Her diagnosis is terminal and her lungs can't continue to support her. She's afraid to become close to Augustus for the fear that she would leave him behind, and he would be attached to her.

However, they continue their relationship as Augustus is quite the pursuer and Hazel has few, if any other friends that understand her situation. Hazel is obsessed with a book titled "An Imperial Infliction", which she also gets Gus to love. However, the book ends without an



ending, because the character in the book apparently dies before it can be finished. Hazel's one wish is to know how the book ends. Hazel & Gus contact the author of the book, but he refuses to give any details about it, unless they are in person.

Gus offers to Hazel for them to use his unused "Make a Wish foundation Wish" on going to Amsterdam to visit the author, Van Houten, to find out how the book ends. They end up going on the trip, despite Hazel's poor condition at this point. However, their encounter with Van Houten is disappointing, as he is a delusional drunk who didn't even realize they were coming. None of their questions really get answered, but they still get a wonderful trip in Amsterdam. However, Hazel realizes that Gus does not seem well, and all the sudden, she learns that Gus's cancer has returned and is attacking him very badly.

The rest of the book is about the relationship between Hazel and Gus. As time goes by, August is consumed more and more by his cancer. Gus becomes quite a different person, than he was, when he first wooed Hazel. Hazel sticks by his side the whole time, even until his death. Although painful, Hazel doesn't regret the loss that Gus becomes, but is glad that she loved him anyway.

---

**Learning Activity 29** (*Sir Michael Somare's Independence Day Speech – the Main Points and Supporting Ideas*)

**Title Sir Michael Somare's Speech on the eve of Papua New Guinea's independence.**

**i. Introduction: Paragraph 1 - The Great Day has finally arrived**

1. Calling all people to come together to celebrate
2. The nation was invited to 'Bung wantaim and Ahebou'

**ii. Paragraph 2 - 16<sup>th</sup> September – the Day of Independence for Papua New Guinea**

1. We have talked about this Day;
2. We have planned for it, worked for it and looked forward to it.
3. This is the end of an era and the beginning of another.

**iii. Paragraph 3 - Papua New Guinea is more fortunate than many other countries.**

1. Papua New Guinea's journey towards independence has been long and hard.
2. Unlike some other countries, Papua New Guinea doesn't have to experience war, struggle and bloodshed to gain its independence.



3. Required years of planning and hard work

**iv. Paragraph 4 - Michael Somare's personal view on the 16<sup>th</sup> September**

1. It represents his lifelong ambition
2. It's the fulfillment of his mandate
3. It has led into Papua New Guinea's nationhood and independence

**v. Paragraph - 5 Michael Somare's struggle to lead PNG into its independence**

1. A number of people doubted Somare's advocacy of self-governance and Independence – they said 'yumi no ready yet'.
2. Somare was branded 'blunt', 'rude', 'radical' and 'dangerous'.
3. Instead of 25 or 50 years, PNG's journey towards independence was only 7 years.

**vi. Paragraph 6 - Papua New Guinea's achievement so far**

1. In 1972, there was not one national District Commissioner
2. In 1973, PNG achieved self-governance
3. In 1975, PNG gained its Independence

**vii. Paragraph 7 - Papua New Guinea became a united and independent country**

1. The merging of Papua and New Guinea regions
2. Fulfillment and opportunity to learn from each other
3. Papua New Guinea is united and independent

**viii. Paragraph 8 – PNG stands on equal footing with the rest of the world**

1. Papua New Guinea now can speak to other nations as equals
2. Papua New Guinea moves forward as the youngest member of the United Nation
3. With God's grace, Papua New Guinea faces its future with confidence



**Learning Activity 30** (*The sample speech given below is on the importance of taking care of our environment.*)

Ladies and gentlemen and friends, Good Morning. Today I'm going to talk about the importance of our environment and the need for us all to work together, to safe guard it because as you already know, without a clean and safe environment, we do not have a healthy life.

I would like to begin my speech by asking this question: "Why is man against his own existence? Doesn't he want to live on this planet anymore? Why is he invading his very own creators? Doesn't he need them anymore?" The term "man" that I use here includes everybody – it means "all of us". My first point is as compared to some other countries, Papua New Guinea has not really suffered from a lot of environmental damage. However, if we are not careful, I'm afraid soon, our precious country will also face problems, that are caused by all sorts of pollution and other destructions to our nature.

The next point that I'd like to make is the danger brought by modernization. As a developing country, I think many of our leaders are eager – and sometimes too eager to welcome or to bring in what the more developed country called "modernization". As a developing country, we are told to move faster, to develop our land using "modern technology". Yet, if we look closely, modernization has now led to a serious problem to nature, as what has happened in countries such as Indonesia, Australia, Japan and even Brazil, just to name a few.

Mining and logging companies come to our country with promises of "progress" and "modernization". What we don't realize is that, their activities are endangering our environment. Rapid industrialization has led to a lot of water, air and noise pollution. The results are drastic! Deforestation, acid rain, death of marine life and global warming are the easiest problems to name, and in Papua New Guinea, we had witnessed landslides as well as river pollutions. As you can see, these problems are clearly affecting us – the people of Papua New Guinea.

My next example is "Global warming". Global Warming is the melting of the polar ice caps caused by a rise in temperature, and because we think it only happens in laces with a lot of ice, we don't think that it will affect our country. However, it actually does. As the level of water in oceans and seas around the world is rising, land is submerging. It is just a matter of a few more years before we all drown. Papua New Guinea already lost Carteret island due to global warming so did one of our neighbours in the Pacific, Marshall Islands which also experienced the same problem. Around the world, many islands now are submerged under water.

In order to prevent further destruction to our seas, oceans and rivers, we must take the initiative of thinking about the negative effects of our acts. Not only we have to police the mining and logging companies operating in our country, but we must realize the bad impacts of what looks like small things, that many of us do, without thinking of the impacts of our actions such as dropping rubbish irresponsibly, or spitting buai everywhere or careless use of water and electricity in our homes and work place.

---



To cure the destruction that had been done, we must stop destroying, and we must work hard to improve the environment. In conclusion I would like to end my speech by inviting you all **to Say 'no' to pollution! And to Say 'yes' to a green, clean and healthy environment in our county, Papua New Guinea!**

Thank you."

**Learning Activity 31** (*The marking guidelines below is to mark your speech delivery.*)

### Speech Delivery Evaluation Sheet

Student's Name: \_\_\_\_\_

Title of Speech: \_\_\_\_\_

Circle one number (1 to 5) for each category:

**1 being the lowest score and 5 being the highest**

#### SPEECH DELIVERY

1. Clear speaking voice. Clarity in pronunciation of each word.	1	2	3	4	5
2. Effective vocal tone, speed and volume. Easy to understand.	1	2	3	4	5
3. Effective gestures, movement and body posture.	1	2	3	4	5
4. Strong eye contact with the audience.	1	2	3	4	5
5. Does not read the speech.	1	2	3	4	5
<b>TOTAL 1 - 5 Components</b>					

#### SPEECH CONTENT

6. Introduction: gets your attention, creates interest.	1	2	3	4	5
7. Thesis/Topic: is clear – you know what the speech is about.	1	2	3	4	5
8. Main points: are logical, easy to follow.	1	2	3	4	5
9. Main points: are developed with evidence or sources.	1	2	3	4	5
10. Conclusion: is clear, refers back to introduction.	1	2	3	4	5
<b>TOTAL 9 – 10 Components</b>					

**TOTAL 1 -10 COMPONENTS:** \_\_\_\_\_ **MARK:** \_\_\_\_\_ / 50 = \_\_\_\_\_

#### INDICATORS

45 - 50 : Excellent                      30 - 34 : Good                      > 25: Needs a lot  
35 - 40 : Very Good                      25 - 29 : Satisfactory                      of improvement

Comments and Encouragements:

\_\_\_\_\_

\_\_\_\_\_

Tutor's Name: \_\_\_\_\_



## 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)







## GLOSSARY

---

### A

#### **abstract**

The word **abstract** comes from the Latin word *abstractus* which means **drawn off** or **removed from**.

#### **abstract** (noun)

a condensed version of a piece of writing, speech, etc; a summary

#### **abstract** (adjective)

1. having no reference to material objects or specific examples; not concrete
2. not applied or practical; theoretical
3. hard to understand; recondite; abstruse
4. (Art Terms) denoting art characterized by geometric, formalized, or otherwise nonrepresentational qualities.
5. difficult to understand.

#### **adolescent** (noun)

a young person who is developing into an adult

#### **avenge** (verb)

to inflict a punishment in retaliation for (harm, injury, etc) done to (a person or persons); take revenge for or on behalf of: to avenge a crime, to avenge a murdered friend

### B

#### **book Report**

A book report is a summary of a book that you have read. The purpose of a book report is to show that you would have understood what you have read, and can talk and write about it.

#### **brutal**

cruel or savage.

to brutalize: to make cruel or inhuman attack (someone) in a savage and violent way.

### C

#### **canopy**

The Greek word that's at the root of *canopy* is *konopeion*, which means **Egyptian couch with mosquito curtains**. The Old French *conope*, which evolved into today's *canopy*, originally meant "bed-curtain."



A *canopy* is a roof-like covering for a bed, made of fabric.

Any fabric cover that acts as a roof can be called a canopy, and so can something resembling such a covering, like a canopy of leaves created by trees.

### **cannibalism**

1. The eating of human flesh by another human being.
2. The eating of the flesh of an animal by another animal of its own kind.
3. The ceremonial eating of human flesh or parts of the human body for magical or religious purposes, as to acquire the power or skill of a person recently killed.

### **cardinal rule**

The word **cardinal** comes from the Latin language **cardo** which means **hinge**, so that something cardinal is important because all else hinges upon it. Therefore, a cardinal rule is a fundamental rule; a cardinal direction is one of the principal directions: north, south, east or west.

### **cluster** *noun*

a group of similar things or people positioned or occurring closely together.

"**clusters of** creamy-white flowers

be or come into a cluster or close group; congregate.

"the children **clustered around** her skirts"

### **colonization** (verb)

An ongoing process of control by which a central system of power dominates the surrounding land and its components (people, animals etc.). *noun*: **colony**; plural *noun*: **colonies**

### **condemnation**

1. an expression of strong disapproval
2. (Criminal law) a final judgment of guilty in a criminal case
3. an appeal to some supernatural power to inflict evil on someone

### **coup d'état**

From the French language, a **coup d'état**, also known simply as a **coup**, or an overthrow, is the sudden and forced seizure of a state, usually instigated by a small group of the existing government establishment to depose the established regime(government) and replace it with a new ruling body.

### **crackle** (verb)

to make a rapid succession of slight cracking noises.

"the fire suddenly crackled and spat sparks"

### **crackle** (noun)

a sound made up of a rapid succession of slight cracking sounds.

---



"there was a crackle and a whine from the microphone"

**character**

a person portrayed in a drama, novel, or other artistic piece.

**character traits**

A character trait is a feature or quality that distinguishes someone from the other. For example: Her traits of honesty and generosity have made her a well-respected citizen in Papua New Guinea.

**clips**

parts of a film or movie that is shot.

**conflict**

the internal or external struggle between opposing forces, ideas, or interests that creates dramatic tension.

**conventions**

A common way of doing something in literature.

**con (short for contra)**

1. In opposition or disagreement; against: *debated the issue pro and con*
2. An argument or opinion against something.
3. One who holds an opposing opinion or view.

**con (slang)**

1. to swindle (a victim) by first winning his or her confidence; dupe.
2. relating to, or involving a swindle or fraud: *a con artist; a con job*.

**contemptible (adjective)**

deserving contempt; despicable: "a display of contemptible cowardice"

**climax (in literature)**

the turning point or high point of a story, when events can go either way.

**cultural identity**

the identity or feeling of belonging to, as part of self-recognition or self-perception, ethnicity, social class, religion or a kind of culture that has its own culture

**cultural aspects**

Cultural Aspects describe people's religion, spiritual, economic, family, community life, their government, sports, food or arts. The focus is on people and what they do in a given time or space. For example, the Muslims pray in mosques and the Tolais musicians always sing about love.

**cultural issues**

Cultural Issues refer to all aspects of the society that influence the beliefs, opinions and choices such as advertisement, media, public relations, economics globalization, religion and politics. In order to understand the forces that perpetuate systems of destructions and exploitation, it is crucial to examine the ways in which a culture plays a role. For example, There are complex issues that face every country regarding, education, health care and security. The ability to explore the cultural influence that affects citizens in any nation is crucial in solving pervasive conflicts and problems.

**cynical** (adjective)

believing that people are motivated by self-interest; distrustful of human sincerity or integrity.

**cynic** (noun)

a person who doubts the goodness of human nature and believes that all people act from selfish interests.

**D****descriptive essay**

an essay that describes people, places, objects, focusing on the mood instead of relaying the action.

**denouement**

Another term for the conclusion

**depict** (verb)

1. to show or represent by a drawing, painting, or other art form.
2. to portray in words; describe:

**din** (noun)

a loud, unpleasant, and prolonged noise: "the fans made an awful din"

**din** (verb)

to make (someone) learn or remember something by constant repetition: "the doctrine that has been dinned into all our heads"

**drizzle** (noun)

light rain falling in very fine drops: "Mount Hagen will be cloudy with patchy drizzle".

**drizzle** (verb)

To rain lightly: "It's started to drizzle now".

**E****element** (noun)

a part or aspect of something abstract, especially one that is essential or characteristic: "the death had all the elements of a great tabloid story" .

**ethnic** (adjective)

1. of or relating to a population subgroup (within a larger or dominant national or cultural group) with a common national or cultural tradition: "leaders of ethnic communities"
2. of or relating to national and cultural origins: "two playwrights of different ethnic origins"
3. denoting origin by birth or descent rather than by present nationality: "ethnic Albanians in Kosovo"
4. characteristic of or belonging to a non-Western cultural tradition: "ethnic dishes".

**excruciating** (adjective)

intensely painful: "excruciating back pain"

**exposition** (noun)

a large public exhibition of art or trade goods: exhibition · fair · trade fair · trade show · expo ·

**exposition** (in literature)

is a literary device used to introduce background information about events, settings, characters etc. to the audience or readers. Exposition is crucial to any story, for without it nothing makes sense. There are many ways to present an exposition and they include monologues, dialogues, in-universe media (newspaper, letters, reports, journal etc.), a protagonist's thoughts or a narrator's explanation of past events.

**F****falling action** (in literature)

The **falling action** in a work of **literature** is the sequence of events that follow the climax and end in the resolution.

## fortress (noun)

1. a military stronghold, especially a strongly fortified town fit for a large garrison.
2. a heavily protected and impenetrable building.

**frigid** (adjective)

1. Extremely **cold**.
2. Lacking warmth of feeling.
3. Stiff and formal in manner: a **frigid** refusal to a request.

**frustration** (noun)

the feeling of being upset or annoyed, especially because of inability to change or achieve something:

"I sometimes feel like screaming with frustration".

**fumigate** (verb)

to apply smoke, vapor, or gas to especially for the purpose of disinfecting or of destroying pests

**G****globalization (noun)**

The process by which businesses or other organizations develop international influence or start [operating](#) on an international scale: *fears about the [increasing](#) globalization of the world economy*

**graphics**

Diagrams, letterings and drawings, especially pictures that are produced.

**H****heritage**

**Heritage** can refer to practices or characteristics that are passed down through the years, from one generation to the next.

something that comes or belongs to one by reason of birth; an inherited lot or portion

**hoots**

a deep or medium-pitched musical sound, often wavering or interrupted, that is the typical call of many kinds of owl.

**horrific'**

causing horror:

"horrific injuries"

**hospitality (noun)**

the friendly and generous reception and entertainment of guests, visitors, or strangers

**hollow (adjective)**

1. having a hole or empty space inside: "each fiber has a hollow core"
2. (of a sound) echoing, as though made in or on an empty container: "a hollow cough"
3. without significance: "the result was a hollow victory"
4. insincere: "a hollow promise"

**hollow (noun)**

a hole or depression in something: "a hollow at the base of a large tree"

**hollow (verb)**

to make a hole: "a tunnel was hollowed out in a mountain range"

**I****indigenous (adjective)**

1. originating in and characteristic of a particular region or country; native (often followed by to): the plants indigenous to Canada; the indigenous peoples of southern Africa.

**issue (noun)**

an important topic or problem for debate or discussion: "the issue of global warming"

---

**incident (noun)**

an event or occurrence: "several amusing incidents"

**inflation**

1. the action of inflating something or the condition of being inflated: "the inflation of a balloon" ; "the gross inflation of salaries"
2. a general increase in prices and fall in the purchasing value of money: "high inflation rates".

**L****language**

Words or dialects used in a particular country or by a group of people.

**location shots**

It refers to a shot of any event, thing, product property or event.

**M****mandate (noun)**

the authority to carry out a policy, regarded as given by the electorate to a party or candidate that wins an election.

**Melanesian Way**

A simple definition would be 'the traditional practices and customary obligations that are used in Melanesian society and are evident in the modern setting. The purpose is to revive, promote and revive cultures and traditional indigenous tradition.

**merciless (adjective)**

Showing no mercy or pity

**midst (preposition)**

1. in the middle of
2. the middle part or point

**morsel (noun)**

1. a small piece or amount of food; a mouthful: "Julie pushed a last morsel of toast into her mouth" .
2. a small piece or amount: "reporters do their best to ferret out every morsel of information

**music**

a pleasant or interesting sounds made by instrument or by voice.

**N****Non-Indigenous**

The opposite of 'indigenous' – not native.

---



**narrative (noun)**

1. a spoken or written account of connected events; a story: "the hero of his modest narrative"
2. the practice or art of telling stories: "traditions of oral narrative"

**Novel (noun)**

A **novel** is a long narrative, normally in prose, which describes fictional characters and events, usually in the form of a sequential story.

**O****oppressed (adjective)**

subject to harsh and authoritarian treatment: "oppressed racial minorities" ·  
"his sympathies were with the oppressed"

oppressed (verb)

1. keep (someone) in subservience and hardship, especially by the unjust exercise of authority: "a system that oppressed working people"
2. cause (someone) to feel distressed, anxious, or uncomfortable:  
"he was oppressed by some secret worry"

**onset (noun)**

the beginning of something, especially something unpleasant: "the onset of winter"

**P****pervasive**

(especially of an unwelcome influence or physical effect) spreading widely throughout an area or a group of people: "ageism is pervasive and entrenched in our society"

**podium (noun)**

a small platform on which a person may stand to be seen by an audience, as when making a speech or conducting an orchestra

**poison (noun)**

1. a substance with an inherent property that tends to destroy life or impair health.
2. something harmful or pernicious, as to happiness or well-being: *the poison of slander.*
3. *Slang.* any variety of alcoholic liquor: *Name your poison!*

verb (used with object)

4. to administer poison to (a person or animal).
5. to kill or injure with or as if with poison.
6. to put poison into or upon; saturate with poison: *to poison food.*
7. to ruin, vitiate, or corrupt: *Hatred had poisoned his mind.*

**plot-** The sequence of a story.

**provision** – the act of providing or supplying something

---



**purpose**-The aim, plan or what is intended to be done.

**prickled** - Tickled

**procession** - parade

**pros**- Advantages of something.

**proverbial** – expressed as a proverb, or resembling a proverb either in form or because of being widely known or referred to

## R

**racial** - Cultural

**reign** - Sovereignty

**retreated** - Withdrawn

**revise** - review

**rising action:** A series of events following the initial incident and leading up to the dramatic

## S

**scenes**- parts of a film or movie. It may have its own plot

**sensible** - having or demonstrating sound reason and judgment

**scourge** - Curse

**shrewd** - Sharp

**significance** - Importance of something

**sorcerer** - Wizard

**sorrow** - Grief

**speech** - A talk given to a group of people.

**senses**- the ability to see, hear, smell, touch, or taste.

**stanza** - Verse

**still shots**- It is a representation of a person or scene in the form of a print or transparent slide recorded by a camera on a light sensitivity material.



**summary** - A statement of main points of something read or written.

## T

**theme**:-the basic idea of a play; the idea, point of view, or perception that binds together a work of art.

t - commotion

## V

**vernacular** - Dialect

**video or film clips**- A strip of motion-picture film, especially an excerpt from a longer film or one inserted as part of another presentation as of a telecast or full length motion picture.

**vivid** - bright

**virtually** - almost

## W

**wantok system**-‘Wantok ‘means someone who speaks the same language or someone from the same area. They are the indigenous people who speak the same language or ‘Tok Ples’ within the microsystem of a clan, each member is responsible for provision of house, food, opinion and a general sense of inclusion or benefits.



---

**REFERENCES:**

---

1. Outcomes Edition for Papua New Guinea language Grade 7 Student Book, Susan Baing. Oxford University Print, 2006
2. New Pacific Series Reading and comprehension texts 3, edit by Susan Baing, printed by Oxford University Press, 2011
3. Outcomes edition Papua New Guinea, English Grade 9, Susan Baing, Oxford university Press, 2009
4. New Pacific Series Reading and comprehension texts 1, edited by Susan Baing, printed by Oxford University Press, 2011
5. Collins Cobuild English Language Dictionary, the University of Birmingham, Collins Publishers, 1987
6. <http://en.wikipedia.org/w/index.php?title=Special%3ASearch&profile=default&search=sample+of+Drama+script&fulltext=Search>
7. [http://en.wikipedia.org/wiki/short\\_story](http://en.wikipedia.org/wiki/short_story)
8. <http://en.wikipedia.org/wiki/drama>
9. <http://en.wikipedia.org/wiki/film>
10. <http://en.wikipedia.org/wiki/drama>
11. [http://www.ehow.com/how\\_4884315\\_write-play-script.html](http://www.ehow.com/how_4884315_write-play-script.html)
12. "Which way Big Man? And five other plays, Nora Vagi Brash. Oxford Pacific Writers, 1996, University Press.
13. Feiva Feiva and other flexible theater, by John Kolia. An Aklat Publication, Printed by Koon Wah Printing Pty. Ltd. Singapore, 1981.
14. Creating Drama, Second Edition. Bruce Burton, 2004. Pearson Australian Group Pty, Ltd.
15. **"Bride Price Payment in Papua New Guinea "**.  
<https://www.youtube.com/watch?v=GQtIYuIJOa0>

## FODE PROVINCIAL CENTRES CONTACTS

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON	WIRELESS PHONES	SENIOR CLERK	CUG PHONE
1	DARU	P. O. Box 68, Daru	6459033	72228146	Mr Maza Touta	77522841	Mr Kevin Sere	72229047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	Mr Billy Samuel	77522842	Mr David Saria	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	Mrs Susan Saiho	77522843	Mr Aubi Elodo	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	Ms Kay Ariall righta	77522844	Mr Albi Bapera	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	Mrs Cecilia Gangai	77522845	Mr Stansen Sevese	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	Mr Christopher Gari	77522846	Mr Wari Tange	72229053
7	GORALL RIGHTA	P. O. Box 990, Gorall righta	5322085 / 5322321	72228116	Mr Jagolo Sogone	77522847	Ms Ovin Tuki	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	Mr David Kimin	77522848	Mr Denge Gundu	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	Mrs Joyce Pogla	77522849	Mr Robert Maki	72229057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	Mrs Ere Kamaso	77522850	Mrs Isabella Danti	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231 / 4561114	72228122	Mr Michael Sirias	77522851	Mr David Wombui	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	Mrs Esther Makis	77522852	Mrs Applonia Bogg	72229063
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	Mr Appo Ibos	77522853	Ms Cathrine Kila	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	Mrs Shirley Haiveta	77522854	Mrs Bernadette Litom	72229065
15	RABAUL	P. O. Box 83, Kall rightopo	9400314	72228118	Mr Ereman Pinia	77522855	Mrs Verlyn Vavai	72229067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	Ms Betty Boas	77522856	Mr John Lasisi	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	Mr Simon Kelle	77522857	Mr Marlyne Meiskamel	72229073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	Vacant	77522858	Ms Roslyn Keket	72229080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	Mrs Erica Inai	77522859	Mrs Marina Tomiyavau	72229081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	Mr Paul Nepao	77522860	Mr Salas Kamberan	72229082
21	HELA	P. O. Box 63, Tari	73197115	72228141	Baja Hadaja	77522861	Mr Ogai John	72229083
22	JIWAKA	c/- FODE Hagen		72228143	Vacant	77522862	Joseph Walep	72229085



---

## SUBJECT AND GRADE TO STUDY

Grades 7 & 8

English  
Mathematics  
Science  
Social Science  
Making a Living  
Personal Development

Adult Matriculation Studies

English  
Formal Mathematics  
Practical Mathematics  
Science  
Social Science  
Commerce  
Design and Technology- Computing

Grades 11 & 12

English  
Formal Mathematics  
Practical Mathematics  
Science  
Social Science  
Business Studies  
ICT  
Personal Development

### REMEMBER:

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

Certificate in

### CORE COURSES

Basic English  
English 1  
English 2  
Basic Maths  
Maths 1  
Maths 2  
History of Science & Technology

### OPTIONAL COURSES

Science Streams: Biology  
Chemistry, Physics and Social Science Streams:

### REMEMBER:

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

---