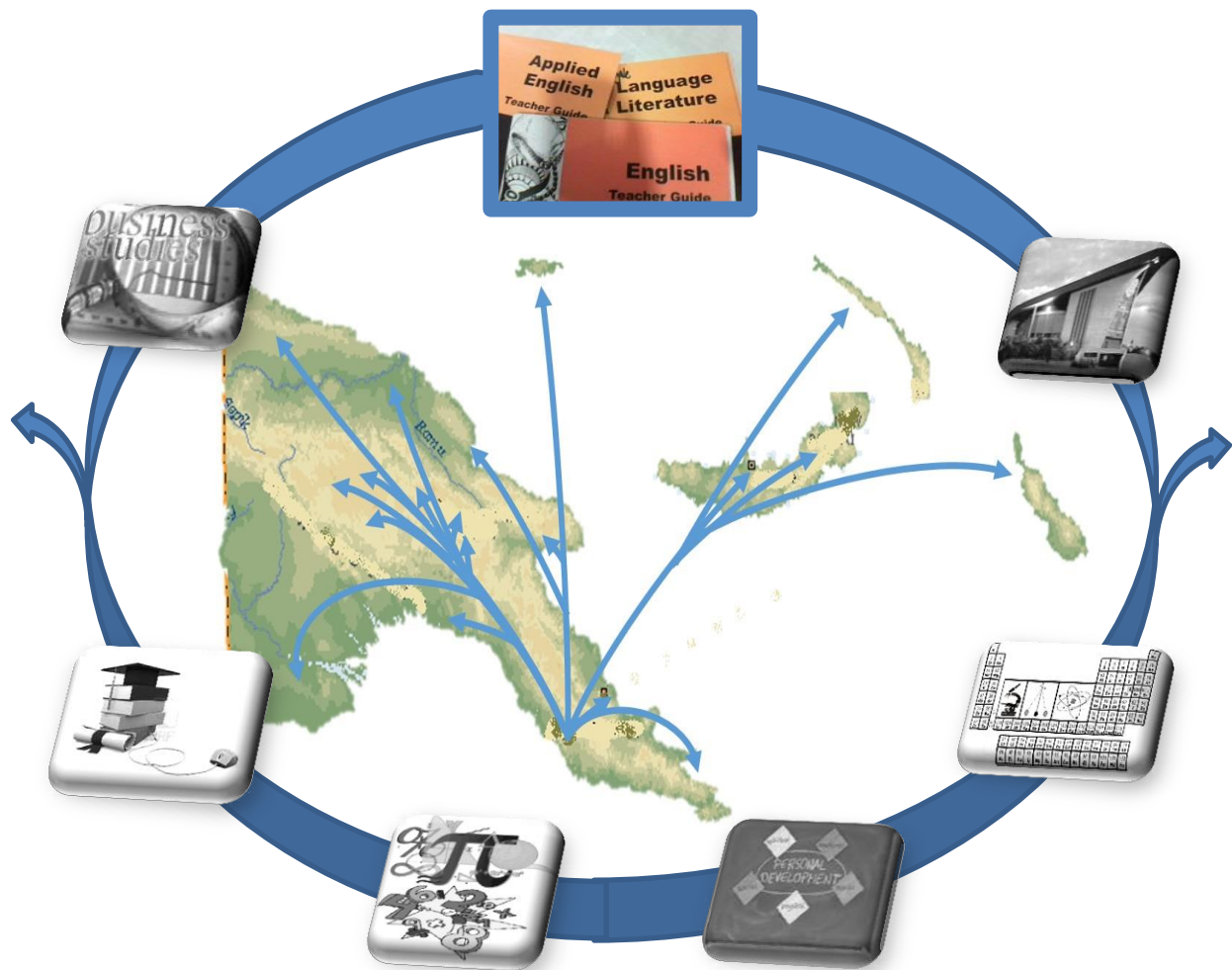




# DEPARTMENT OF EDUCATION

## GRADE 11 LANGUAGE AND LITERATURE COURSE

### MODULE UNIT 11.4



# FODE DISTANCE LEARNING



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

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# **GRADE 11 LANGUAGE AND LITERATURE**

## **COURSE MODULE**

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

**UNIT 2: JOURNEYS AND QUESTS: PART 2**

**UNIT 3: CULTURAL CONTEXT: PART 1**

**UNIT 4: CULTURAL CONTEXT: PART 2**



### **Acknowledgements**

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

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

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

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

**DEMAS TONGOGO**

PRINCIPAL

Published in 2016

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**ISBN: 978-9980-89-604-9**

National Library Services of Papua New Guinea

Printed by Flexible Open and Distance Education



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## SECRETARY'S MESSAGE

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

This course is part and parcel of that desired curriculum. It is a provision of Flexible Open and Distance Education as the alternative pathway of formal education. It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

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 the increase in the number of school leavers, which is the result of lack of access to secondary and higher educational institutions.


The development of this course was guided by the Department of Education's Mission which is fivefold to:

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

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

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

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



## UNIT 11.4: INTRODUCTION

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This course is designed to help you achieve the Learning Outcomes for Unit Four (4).

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

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

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

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

All the activities in Unit 2 have been modelled in a way to help you grasp the skills in the topics that are covered. You will answer all the exercises in this booklet. Only when you finish you will check your answers to the exercises which are written at the back of this booklet.

In this Unit 2 Journeys and Quests part 2, there are three topics. They are:

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

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





### LEARNING OBJECTIVES

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

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



### Time Frame

This unit should be completed within 10 weeks.








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

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



### Marginal Icons

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

	<b>Time Frame</b>		
	<b>Learning Outcomes</b>		<b>Vocabulary Activity</b>
	<b>Reading Activities</b>		<b>Listening Activity</b>
	<b>Speaking Activity</b>		<b>All Other Learning Activities</b>



### 11.4.1 DRAMA

There are many kinds of literature, drama is perhaps the most immediately involved in the lives of its community. Drama combines the literary arts of storytelling and poetry with the world of live performance. As a form of ritual as well as entertainment, drama has served to unite communities and challenge social norms, to vitalize and to urge its audiences, to think more deeply about certain things be it local happenings or world event.

To understand drama, you need to understand theatre because the theatre forges the active interplay between drama and its community. Not surprisingly, the place of the theatre in a city's social and physical geography symbolizes drama's place in the culture at large. In classical Athens theatre adjoined a sacred precinct; plays were part of extensive religious and civic festival. Greek drama engages questions of moral, political and religious authority. In 17<sup>th</sup> century Paris the close affiliation between the theatre and the court of Louis XIV is embodied in drama's concern with power, authority and the regulation of rebellious passion. In the United States most live theatre are found in either the privileged setting of colleges and universities or in the theatre districts of major cities competing for audience alongside movie theatres and night clubs.

In Melanesia theatre is being used as a political tool, a tool to inform the community about the development issues that face them, a tool that will arm the people to make more informed decisions about the choices they are confronted with.

In countries where many of its citizens are unable to read, the most direct and immediate way of communicating ideas is through theatre. **Groun Bilong Yumi**, a documentary film funded by the Canadian organization CUSO looks at the use of popular theatre as a method of developing social and political awareness in Melanesia. One Smol Bag Theatre from Vanuatu, Say from the Solomon Islands and Raun Isi from PNG were the three groups profiled in the film.

#### **A Glimpse of the past of Drama in Papua New Guinea**

The **National Theatre Company** was, as its name suggests, a State-funded theatre company in Papua New Guinea. It was directed by William Takaku and administered by the government's National Cultural Commission. Its ambitious aim, as described by UNESCO, was to create a Papua New Guinea cultural identity, mainly through dance and drama.

The Company toured the country and staged plays in remote rural areas. While stopping in a village for an open-air performance, it would also hold theatrical workshops, to assist local theatre groups, and learn dances and legends from elderly villagers. A number of performances were "based on local folklore, music and dance".

The plays of the National Theatre Company were set both in rural and urban areas. They explored environmental issues as well as problems related to life in the city. Performances were "liberally laced with music, dancing and comedy", but aimed to address serious issues. Plays were produced in the English language and in Tok Pisin. Sadly, the Company eventually **fell into a state of disarray as a result of inadequate funding**.



### 11.4.1.1 CULTURE

**Culture** can be viewed as the customs, arts and social interactions of a particular nation, people, or other social group. It can also be defined as an appreciation of the arts and human intellectual achievement. In both views of culture, examples can provide a good way to get a quick understanding of culture.

#### Basic Elements of Culture

##### 1. Language

This refers to the spoken and written words, symbol or action or ideas having common meaning among the people in a specific group. This is the people's way of transmitting what they think, feel, and know that lead to understanding. Language is the soul of every culture.

##### 2. Symbols

Symbols are objects or anything that may represent, express and stand for a person, an event or a situation. An example of symbol is a dried tree which means that the place has gone through a difficult time.

##### 3. Norms

These are the rules and guidelines which specify the behaviour of a person. Norms keep people within limit, tells them what to do and what not to.

##### 4. Values

Values depend upon the culture of every individual. It refers to what we like, what we say and do in our society and they are considered good in the society. Values can both hereditary that we inherit from our elders. They are transmitted to us through our environment.

##### 5. Beliefs

Beliefs are things that people accept as true or real and are usually without physical proof. It is also having the expression of trust or confidence on someone of something. A classic example for this is the people's belief that there are spirits living in the forests.

##### 6. Cognitive Elements

This refers to the knowledge the people know to survive and cope in an actual social situation. These are knowledge on how to survive in a storm, how to travel by foot or by any form of transport and how to hunt and so on. These are basic knowledge carefully taught to every generation.

For you to understand the culture embedded in a drama, you should have a clear idea of the elements that shape a good drama.



### Local Drama Elements

1. **Plot.** This contains the series of events that makes the story. A plot contains a beginning, middle and an end; however, not all drama follows the chronological sequence of events but actions move about in time to let the audience feel tensed or thrilled as they watch the drama.
2. **Setting.** This refers to the time and place where the events in a play take place. You are helped to identify the setting of a play through the costumes of the characters and the background and decorations shown on stage to [portray the scene of a drama. If you see that all the characters wear pure traditional dress with painted faces, then you can conclude that the drama portrays a setting in the past.
3. **Characters.** They are important part of the plot for they are the ones that do the actions for the events to take place in a drama.
4. **Action.** This is the events that are contained in a drama. They show what happen between characters and the scene in the play.
5. **Content.** This is what your drama is all about. This may comprise of the themes, issues and ideas. Example is a drama between siblings fighting. This scenario reflects an idea on sibling rivalry.
6. **Symbols.** A symbol is something which stands for or represents something else. Symbols are often used in drama to deepen its meaning and to remind its audience of the issues it is discussing. Example can be the use of a dove that represents peace or tranquillity.

Before you study a drama, you should have a general idea of the elements of a drama. Without these elements, drama or movie cannot be formed.

### Drama Elements

1. **Script:** This is the written text of a play, drama or movie.
  2. **Playwright:** He or she is the one who writes scripts for plays, dramas or movies.
  3. **Characters:** Like narratives or stories, there are also characters who act in the play or movie to give life to the situations or conditions to be portrayed to an audience.
  4. **Setting:** It refers to any time and any place where the incidents or actions take place. They may be revealed through the characters' dialogues, scenery and props or costumes.
  5. **Plot:** it is the series of events in the story presented in a drama.
  6. **Theme:** Like fiction stories, all dramas have at least one theme or life lesson. A message that the drama would like the audience to learn and understand.
-



7. **Language:** The word choices made by the playwright and the enunciation of the actors of the language.
8. **Music:** Music can encompass the rhythm of the dialogue and speeches in a play or can also mean the aspects of the melody and music composition as with musical theatre. Music can also be part of the sound effects.
9. **Spectacle:** This refers to all the props, aspects of scenery, costumes and special effects in a drama production.

This time, you are going to study a drama written by a Papua New Guinean writers who wrote plays not only as a means to express her creative ideas but also to address issues that were relevant to a newly independent Papua New Guinea at that time. This writer is **Nora Vagi Brash**. You will study one of Nora Vagi Brash's plays titled **City Spirit** which can be found in her collection of plays titled **Which Way Big Man?**

### **City Spirit**

by Norah Vagi Brash

**City Spirit** was first read in public for the National Week in 1995. The play revolves around the theme of **unity in diversity**. We need to have mutual respect and compassion for our cultural differences if we are to prosper in today's melting pot society. Kevin says to his mother, "Bubu has come a long way to be with us. He knows our language; I do not know his. He knows about our gods, I don't know about his. He is my Bubu and I really cannot know him well until I spend time with him in his village. It was yours too mum. Maybe I will get to know you better too."

#### **Characters**

- Noho** an old man from Papua New Guinea, about 70. His daughter and grandson call him Bubu (a word commonly used in Papua New Guinea when referring to a grandparent, a grandson, or granddaughter)
- Kevin** grandson who has never been to Papua New Guinea
- Helai** Noho's daughter, Kevin's mother, who married Duffy and left Papua New Guinea five years prior to Independence
- Duffy** formerly a Kiap (Official of the Australian Colonial Government in Papua New Guinea), who was considered very important in his day.
- Porter** White airport hand.

#### **Scene One**



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At the Sydney International Airport. Arrivals Door. Helai and Kevin are impatiently waiting for Bubu (Grandfather) Nobo to emerge.

**Helai:** I hope the old man is okay. His plane landed an hour ago. Maybe he didn't manage to get on the plane in Port Moresby, or he got off in Brisbane by mistake!

**Kevin:** Mum, can I have some more coins to play another computer while we're waiting? There's a new game called "Aliens from the Lost Jungle". I haven't tried it yet.

**Helai:** Oh Yea! You've already taken all of my coins – I don't believe there are any more games you haven't played. Wait with me here for your Grandad.

**Kevin:** What's he like anyway? I can't remember him at all.

Door opens and an old brown man slowly emerges, wearing a tracksuit (trousers and jacket that do not match), a pair of old canvas shoes and a baseball cap. He's carrying a kundu drum without the lizard skin.

**Helai:** Tamagu! Father (*Quickly embraces him*) I thought you'd missed the plane, or got off in Brisbane.

**Noho:** Me come now. Ayah! Me very angry. Me and this policeman in there (Indicates Customs Area) we nearly fight. He takes away the skin of my drum. Me not dance for you now. Me try and show policeman this one good for singsing but he says, "This skin no good all little snake inside – might make plenty people sick!" Me tell him when white man first come to my country he brings plenty new sick we no get them before. Plenty people they get big sick and die – you know this sick misul. But we PNG people we not tell them what to bring and not to bring. This policeman he takes my betel nut too. Me want to give him one or two for himself, but greedy man he wants everything.

**Helai:** He wasn't a policeman – he was a Customs Officer.

**Noho:** Me think customs belong him are no good. Eh!

**Helai:** Anyway, drum skin or no drum skin, betel nut or no betel nut it's good to see you. Kevin! Come and kiss Bubu. Your grandfather has never seen you before.

Kevin approaches his grandfather slowly embarrassed. The two look at one another.

**Noho:** Ah, my Bubu, you big already ah! Me think you ready for marry. You come back with me and my pay bride price for you. You father buy plenty pig and we make big feast you marry to my place eh?



- Kevin:** (A bit confused but happy to see his grandfather) Mother, what's Bubu saying?
- Helai:** It's okay, darling. Granddad is only admiring you.
- Noho:** (*Looks around to see if his son in-law is around*) Where you man, Kevin father, is where ah?
- Helai:** No Papa he is at the house. Let's go, you will see him soon enough.
- Noho:** He not like to see me? He looks after many children in the house ah?
- Helai:** No Papa... err ... we do not have any more children. Kevin is the only child. Kevin's father is just tired from work that's why he didn't come.
- Noho:** Ayah! What's wrong and you only give me one grandson only? Me think you not talk to our ancestor ispirit eh? You live in white man country and you forget our way ah?
- Helai:** No Papa, it's not like that in Australia. Kevin's father wants to save more money and get a better house before we have more children. Many people in Australia do it that way – you know, they say, save money, get financial security first, have a family, second.
- Noho:** This man of yours, he smart? He studies at university, or he little bit long long? Me got plenty children, they give me plenty money. Me got children and me got financial security.
- Helai:** Yes, that's okay in PNG. Here it's different ... Papa, better you not ask Duffy for money while you're here. He got a bit upset when I asked him for \$ 100 to send to you to help with Sihari's bride price payment.
- A porter passes by with a trolley loaded with cases and boxes. Noho is surprised and concerned. Offers to help him.
- Noho:** Sorry Master, wait, me can help you.
- Helai:** Father! Let him do it! He's paid to do that.
- Noho:** All right. But in PNG, only black men carry cargo. White men sit in offices and give orders.
- Helai:** Come Papa, it's time to go. Kevin, you carry Bubu's bag.
- Noho:** Ah thank you Kevin boy. You strong man .... Me trick that man with bad customs – me still got some betel nuts hidden in there. But sorry too much, me didn't bring another skin for the kundu drum. How my Bubu singsing and dance?





They exit with Kevin carrying Bubu’s bag. The old man looks sadly at his skinless kundu as they leave.

**END OF SCENE 1**



**Learning Activity 1**



**15 Minutes**

**Reading Comprehension Exercise: Answer each of the questions below accordingly.**

1. Why was Helai a bit worried while waiting for her father’s arrival at Sydney report?

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2. Why did Kevin say “I can’t remember him at all”? Who can’t he remember? Why?

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3. What problems did Noho encounter with the Customs Officer in Sydney Airport?

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4. What items of Noho’s were not allowed to be brought in into Australia according to the Australian Customs regulations? Why?

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5. Do you think Noho understood why some of his stuffs were confiscated? Explain your answer.

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6. Although this was the first time for Noho to meet Kevin - he already has some dreams for his grandson. What are some of Noho’s dreams for Kevin?

a. 

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

7. What are the cultural differences between Australia and Papua New Guinea with regard to the number of children that a man should have?

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

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

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

8. What does Helai’s warning to her father (“Papa, better you not ask Duffy for money while you’re here. He got a bit upset when I asked him for \$100 to send to you to help with Sihari’s bride price payment”.) show about Duffy’s understanding of PNG culture?

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

9. Why did Noho want to help the porter at the Sydney airport?

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

10. Discuss why at the end of Scene One of **City Spirit** Noho believes that he still won against the Custom Officer at Sydney airport?

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

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



## Grammar Review

### Idioms

Expressions of figurative language known as idioms have become so commonplace. Idioms are ideas, or expressions, forming an integral part of any language and literature as they explain different situations using minimum phrases. The word **idiom** originally comes from the Greek word **idiōma**, which means a special feature, **a special phrasing, or a peculiarity**. We find idioms everywhere - in books, newspapers, magazines, radio, televisions and in conversations. There are thousands of idioms, and they occur frequently in all languages. It is estimated that there are at least twenty-five thousand idiomatic expressions in the English language.

An idiom is a saying, phrase, or fixed expression in a culture that has a figurative meaning different from its literal meaning. An idiom gains that meaning through repetition in a culture, and is often introduced through literature, media, famous people, or associations that originally make sense but lose their literal meaning. Writers and public speakers use idioms generously. The purpose behind this vast use of idioms is to beautify their language, make it richer and spicier and help in conveying subtle meanings to their intended audience.

One of the things that we must remember is idioms vary in different cultures and countries. There are examples of idiom in almost all languages, and many thousands unique to English. It can be fun—and at times difficult—to learn idioms in other languages, which introduce us to different ways of thinking and challenge our own idiomatic understanding of things in our own language. For example, in English we describe **something that is easy to do as a piece of cake**; Spanish speakers express that as **pan comido** which means **bread that is eaten**. In Tok Pisin, as many of you already know, the expression to use in this matter is **lik lik samting**.

To further understand idioms, let us have a look at the two examples below:

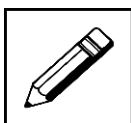
- We all know that diamond is a precious and valuable stone known for its beauty, strength and value. In its rough, or natural, state, a diamond looks like a scratched and rather dirty ordinary stone. However, once a diamond is cleaned, cut and polished, its appearance is dazzling. A person with the potential to be successful, but **lacking skills and polish** is described using the idiom, **a diamond in the rough**.
- In track events competitors cannot make any move until official fires a shot to indicate that the runners can start running. If someone begins something too soon, or draws a conclusion without knowing all the facts, the idiom "**jump the gun**" is often used to describe that person's actions.

### Idioms and their meanings

Idiom	Meaning
• It is all Greek to me.	I do not understand it; it is as if it were written in the incomprehensible language of



	Greek.
• It costs an arm and a leg.	It is extremely expensive.
• To bite one's tongue.	To control ourselves from talking too much.
• You are barking up the wrong tree.	You are making a mistake by trying to achieve something in the wrong way.
• Do not put all your eggs in one basket.	Do not put all your hope in one thing, as it may not work out.
• Let bygones be bygones.	Let us forget what happened in the past.
• Hold your horses!	Wait!
• It takes two to tango.	There is not just one person to blame.
• Excuse my French!	Excuse my curse word.
• It is raining cats and dogs.	It is raining heavily.
• Do not cry over spilt milk.	Do not worry about something that is already happened.
• Break a leg!	Good Luck!
• To throw in the towel.	To give up and stop trying.
• Face the music.	Accept the consequences of one's action.
• Curiosity killed the cat.	Being too inquisitive can be risky.
• A stitch in time saves nine.	Doing something in advance, saves having to do much harder work later.
• It has been raining cats and dogs.	It has been raining heavily.
• Finding one's feet.	To gain self-confidence.
• Let the cat out of the bag.	To reveal something which is supposed to be a secret.
• Bite off more than you can chew.	Take on more than one can manage.
• All bark and no bite.	A person who talks far more insistently than they act.

**Learning Activity 2****15 Minutes**

**Complete the following sentences with the correct idioms from the table above. Write your answer on the blanks.**

- John broke his father's pen this morning; he must be ready to \_\_\_\_\_ when he gets home today.
- Some areas of Port Moresby are flooded; it has been \_\_\_\_\_ this past three days.
- To live a Christian life we must be ready to forgive each other and \_\_\_\_\_.



4. You cannot blame each other; after listening to both of you - I came into the conclusion that \_\_\_\_\_ - both of you have made mistakes.
5. Many people see Mr. Parlai as \_\_\_\_\_ there has been very little development in his village since he was elected the village chief four years ago.
6. Who \_\_\_\_\_? How did the opponent know about our secret plan?
7. \_\_\_\_\_. There is no use for you to keep on talking about your poor performance last year. You simply need to work much harder.
8. Do not \_\_\_\_\_ yet; surely we can think of some way out to overcome this difficult situation.
9. \_\_\_\_\_. All the best with your performance tonight.
10. As children grow and try to \_\_\_\_\_, their parents and teachers must continue to support and guide them.

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

Now, you will look at workplace culture.

#### 11.4.1.2 WORKPLACE CULTURE

The concept of a workplace culture encompasses many different characteristics of a business. **Workplace Culture** has visible components in the way that a business looks and how employees dress, but it really thrives in the attitudes of employees, in the setting of goals and in the communication of business values to workers and customers. The business owner sets the pace for creating, defining and refining the company culture.

##### **Management Styles**

Most workplaces are a reflection of the personality and management style of the founder and management team. Some may run a tight ship with a buttoned-down attitude while others may give employees a lot of flexibility. Understanding your management style helps you to find employees that fit in well with the workplace culture you are trying to foster. You may want employees who prefer a very structured environment or you may want to hire workers who are creative and comfortable being self-directed.



### **Business Values**

Business values are often formulated into an official statement of values that is shared with employees and clients. Value statements mention traits and goals like honesty, hard work, customer satisfaction, safety and integrity. Business owners need to decide what is most important to the business and communicate this to workers. More than just talking about values, entrepreneurs need to lead by example and take the value statement to heart as a mission statement for the business.

Culture at work can be shown in a variety of ways including how people dress, how the offices are designed, how the employees are treated and the way the company interjects its culture into its products services and how it projects itself to its customers.

- An office might be casual or formal in design.
- Employees may be encouraged to dress casually to encourage a feeling of equality and to encourage comfort and productivity.
- Management might project a caring and personable attitude by sending cards and gifts to employees on key dates in their lives such as birthdays, marriages, births and deaths of family members.
- The caring and personable attitude of management may be projected to the customers through a high level of service, personal recognition of key customers and corporate involvement in community and charitable organizations.
- The design and location of the offices may relate to the employee's seniority with more senior employees having larger offices or cubicles which are located the furthest from the door.
- The attitudes and ways in which people act are an example of the corporate culture at your office.

### **Economy and Workplace Culture**

According to Adam Smith, sometimes regarded as the founder of modern economics, argued in his classic work *Wealth of the Nations* (1776) that each individual, motivated by the pursuit of his own interest, contributes to the public interest in a system that is self-regulating. Smith was keen-sighted enough to recognise that the pursuit of personal interests involved much more than just making money. He also has published his tract titled *Theory of Moral Sentiments* which deals with what today we would call cultural values.

The culture of people affects the economy of a country. How? Let us take a look at many African nations, some Latin American countries and Asia as well as the Pacific Islands, what observations or knowledge do you have about their economy and their workplace culture? Are there any similarities or irregularities? In many of the mentioned places, many of the employees are not self-motivated to work for the best result, rather they work for money and at times, though it is sad to say, is that they work aiming to gain money in a wrong way from other people – mostly called corruption in any means.



In many developed countries, their economy is boosted by their workplace culture where they work first before telling stories with others, used their rest time in a more productive way than making gossip or senseless acts or enriching themselves instead of just doing nothing.

In a result oriented environment, the goal can never be reached if the culture in the workplace is entangled with wrong attitude and motives.

Below is a drama that reflects a workplace culture of a worker and the customers. It is simple but conveys a truth that can affect the workplace itself.

### **Example of Drama that shows workplace culture**

#### **Plan for the play:**

**Background for the scene:** There are saloon equipment and tools on stage, chairs and some props used in hairdressing.

**lighting:** The light should be bright. The stage must be clear and bright like in a saloon.

**Characters:** When scene one begins, the characters must already be in position well attire based on their roles.

#### **Props and costumes:**

- The hairdresser – wears a clean hair, a white uniform with a black lining on the sleeves and a black apron holding a pair of scissors and comb.
- The customers – in their own costume. One should be an older customer in dress and the other is a younger lady in jeans.

**Length of the Presentation of the Scene:** 5 minutes only.

### **The Gossip Hairdressing Salon**

#### **The actors**

Hairdresser: Larry (a male). Very neat. Likes to get gossip.

Customer 1: Dudu. A gossiping but caring, young woman.

Customer 2: Khethiwe. A mostly silent customer.

Narrator

#### **The Setting**

Narrator: This play is set in a hair dresser's shop. We meet Larry, the hairdresser, and Dudu and Khithiwe, who are his customers.

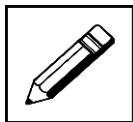
#### **The scene**

The scene opens with customer 1 talking on her mobile phone. Customer 2 is reading her book. As customer 1 is talking, Larry walks in quickly and starts to brush her hair.



- Customer 1: (Whispering excitedly) ... Yes, oh yes! Holding hands! They weren't kissing but they were definitely holding hands.! Listen, I had better go... Larry the sweetie is starting to work on my hair. (puts the mobile phone away and looks into the audience as if it were her mirror and she can see Larry in it. Larry also looks into the audience as if they were the mirror and he can see customer 1 in it.)
- Larry: So ... who is kissing whom? Come on, tell me!
- Customer 1: You know my brother's friend, Vusi, the one who has the mobile phone shop? (Larry nods and carries on combing)
- Customer 1: (continuing) Well, you know he has a serious girlfriend, Thabi. They're getting married next week. I've been invited to the wedding. Anyway, who should I see yesterday walking along the road but Vusi and another girl (stretches her eyes wide) – holding hands!
- Larry: (Stops combing and puts his hands on his hips) No! What a cheat!
- Customer 1: You know I love Thabi and I feel I just ought to tell her what I saw. I feel terrible, but I'm so upset I am just going to call her right now. (Gets mobile out and starts to look for numbers)
- Customer 2: (Suddenly stops reading books, stands up, walks over customer 1 and takes the mobile away) Stop! I am that girl he was holding hands with. I'm Vusi's sister! (She takes her glasses off and stares crossly at customer 1, then laughs) But I won't tell on you because you obviously care a lot for Thabi. I just wish you trusted my brother Vusi more! (Stresses Vusi's name as she says it)

They all stare at each other looking shocked. Larry puts his hand to his mouth and giggles. Lights off.



### Learning Activity 3



15 Minutes

**Below are questions based on the play above. Answer them in complete sentences.**

1. Write in two sentences the workplace culture that you condemn in the above drama. Explain why you condemn it.

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2. Is the kind of workplace culture conveyed in the drama true in Papua New Guinea as well as in other countries? If your answer is yes, explain. If your answer is no, provide the difference.

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3. From the short drama above, list the elements of drama found in it.

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4. Is it right for the hairdresser to talk about the gossip spread by the first customer? Can it affect the hairdressing saloon business? Explain your answer.

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Now let us look at what abbreviations are as they are also used in workplaces.

**Abbreviations**

**Abbreviations** are short forms of lengthy expressions. Abbreviations are in use in almost every discipline and area of life from commonly used abbreviations like names, for instance Mr. for Mister or Sgt. for Sergeant, to less commonly used abbreviations, such as the shortened version of abbreviation itself, which is abbr. The U.S.A for example, is one of the countries with the most used abbreviations around the world. Abbreviations exist in all areas of life from the field of medicine to military as well as in the fields of international relations to religion and all workplaces.

**List of Commonly Used Abbreviations in Everyday Conversation:**

- **R.S.V.P.** – This acronym means **Répondez s'il vous plait**, French for respond, **if you please**. It is often used on invitations to parties and special events, and is intended (as it says) to be responded to with a yes, we will attend, or no, we will not.
- **P.S.** – Means **post script**. At the end of a letter, people will often include a P.S. to include an extra thought that was intended to be included in the letter, but forgotten. Using a P.S. was more common in typewritten letters, when you could not go back and add a sentence in the body of a letter.
- **A.S.A.P.** – **As soon as possible**, used when encouraging someone to respond to a request without delay.
- **E.T.A.** – This acronym means **estimated time of arrival**, and is used as a guess for when one expects to arrive while traveling.
- **B.Y.O.B.** – **Bring your own bottle** is used for parties where guests are expected to bring their own beverages.
- **D.I.Y.** – This acronym stands for **do it yourself**, which means creating something on your own. It is often used for crafts and home repairs.
- **G.D.P** - **Gross domestic product** is the market value of all officially recognized final goods and services produced within a country in a year, or over a given period of time. GDP per capita is often used as an indicator of a country's material standard of living.
- **G.P.A** – **Grade Point Average** is an indication of a student's academic achievement at a college or university; it is a measure of scholastic attainment computed by dividing the total number of grade points received by the total number of credits taken.
- **p.a** – **per annum** meaning through the year. It is used to show something in the manner of yearly.
- **P.S** – **Post Scriptum** – Something written after the main text is finished. Used mainly in letters to add something extra after the sign off.
- **R.I.P** – **Requiscat in pace** meaning **May he or she rest in peace**. Used as a prayer for someone who has died.
- **Stat** – **Statim** which means **immediately**. Used most often in the medical fields. For example: This man needs a bypass stat.

Some abbreviations represent words or phrases that are borrowed from a foreign language. For instance, many commonly used abbreviations in English are derived from Latin phrases, such as the short list of examples given below:

Abbreviation	Latin expansion	Explanation of Meaning
a.m.	ante meridiem	before noon; in the morning



Abbreviation	Latin expansion	Explanation of Meaning
p.m.	post meridiem	after noon; in the afternoon
e.g.	exempli gratia	for example
etc.	etcetera	and other things
i.e.	id est	that is
n.b	nota bene	take notice
c/ca	circa	Approximately. It is used for years or months when not sure of exact date
C.V	Curriculum Vitae	A document summarizing a person's education and experience.
Et al.	Et Alii	And others. Used to show that there are more names that are not mention on a list.

### Abbreviations Related to Names

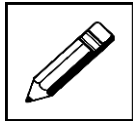
Abbreviation	Meaning	Use
Dr.	Doctor	Dr. Smith was also invited.
Gen.	General (army)	Gen. Luke ordered them to fire at the enemy.
Hon.	Honourable	Hon. James Smith gave away the prizes.
Mr.	Mister	Mr. Hall is in his office at the moment.
Mrs.	Mistress	Mrs. Hall is waiting for her car.
Ms.	Miss	Ms. Jane Watson is here to see you.
Prof.	Professor	Prof. Jain is a popular faculty in college.
Rev.	Reverend (clergyman)	Rev. Jones blessed the house today.
Sr. / Jr.	Senior or Junior	Bates Sr. and Harry Bates Jr. were inspecting the grounds right now.
St.	Saint	St. Patrick is one of the most popular Irish saints.

### Map Locations

If you want to find your way around, you should know location abbreviations such as:

- Ave – avenue
- Blvd – boulevard
- Ln - lane
- Rd – road
- St – street

Study well all of the abbreviations covered in this unit – they will surely help you to do well in your study and later on in your place of work.

**Learning Activity 4****15 Minutes**

**Read the following sentence and identify which abbreviations are suitable to use for the situations. Write your answers on the spaces provided. Number one is done for you.**

1. You are sending out invitations for your grandfather's 70<sup>th</sup> birthday and you would like to invite friends to attend the gathering.  
R.S.V.P  
\_\_\_\_\_
2. To indicate that the opening hours of the bakery is only in the morning.  
\_\_\_\_\_
3. A business house would like to inform the public of the yearly income and expenditure.  
\_\_\_\_\_
4. To suggest that there are some more things that has to be included in a list.  
\_\_\_\_\_
5. Sally had finished her letter to her uncle when suddenly she remembered that there was one more information that she needs to share with him.  
\_\_\_\_\_
6. A patient in serious condition had just arrived in the emergency section of a hospital. The Head Nurse called the doctors on duty to immediately attend to this patient.  
\_\_\_\_\_
7. To specify that Romulus Augustus, the last Roman Emperor, reigned after the birth of Jesus Christ.  
\_\_\_\_\_
8. John was given a task by his family to put an announcement in the newspaper informing family and friends of their grandmother's death and her funeral arrangements. John will put \_\_\_\_\_ as part of the announcement.
9. The Principal would like all of the teachers and students to gather immediately in the School Hall.  
\_\_\_\_\_
10. To indicate the younger member of the family who has the same name as the father.  
\_\_\_\_\_

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



## Synonyms and Antonyms

Imagine for a moment how dull the world would be if there were only one word to voice a particular thought. If every person, place, or object could only be expressed with the same word over and over again then reading, writing, and speaking would be extremely boring. Luckily, we have synonyms and antonyms to add spice and flavour to our communication skills. Mastering synonym and antonym will definitely help you in essay writing.

### What Are Synonyms?

Synonyms are words that have the same or very similar meaning. All words can have a synonym. Nouns, verbs, adjectives, adverbs and prepositions can have a synonym as long as both words are the same part of speech.

Below is an extensive list of synonyms for you to study.

<b>Amazing:</b>	incredible, unbelievable, improbable, fabulous, wonderful, fantastic, astonishing, astounding, extraordinary
<b>Anger:</b>	enrage, infuriate, arouse, nettle, exasperate, inflame, madden
<b>Angry :</b>	mad, furious, enraged, excited, wrathful, indignant, exasperated, aroused, inflamed
<b>Ask:</b>	question, inquire of, seek information from, put a question to, demand, request, expect, inquire, query, interrogate, examine, quiz
<b>Awful:</b>	dreadful, terrible, abominable, bad, poor, unpleasant
<b>Bad:</b>	evil, immoral, wicked, corrupt, sinful, depraved, rotten, contaminated, spoiled, tainted, harmful, injurious, unfavourable, defective, inferior, imperfect, substandard, faulty, improper
<b>Beautiful:</b>	pretty, lovely, handsome, attractive, gorgeous, dazzling, splendid, magnificent, comely, fair, ravishing, graceful, elegant, fine, exquisite, aesthetic, pleasing, shapely, delicate, stunning, glorious, heavenly, resplendent, radiant, glowing, blooming, sparkling
<b>Begin:</b>	start, open, launch, initiate, commence, inaugurate, originate
<b>Big:</b>	enormous, huge, immense, gigantic, vast, colossal, gargantuan, large, sizable, grand, great, tall, substantial, mammoth, astronomical, ample, broad, expansive, spacious, stout, tremendous, titanic, mountainous
<b>Brave:</b>	courageous, fearless, dauntless, intrepid, plucky, daring, heroic, valorous, audacious, bold, gallant, valiant, doughty, mettlesome
<b>Break:</b>	fracture, rupture, shatter, smash, wreck, crash, demolish, atomize
<b>Calm:</b>	quiet, peaceful, still, tranquil, mild, serene, smooth, composed, collected, unruffled, level-headed, unexcited, detached, aloof
<b>Crooked:</b>	bent, twisted, curved, hooked, zigzag
<b>Cry :</b>	shout, yell, wowl, scream, roar, bellow, weep, wail, sob, bawl
<b>Cut :</b>	gash, slash, prick, nick, sever, slice, carve, cleave, slit, chop, crop, lop, reduce
<b>Dangerous:</b>	perilous, hazardous, risky, uncertain, unsafe
<b>Dark :</b>	shadowy, unlit, murky, gloomy, dim, dusky, shaded, sunless, black, dismal, sad
<b>Decide :</b>	determine, settle, choose, resolve
<b>Definite:</b>	certain, sure, positive, determined, clear, distinct, obvious
<b>Delicious:</b>	savory, delectable, appetizing, luscious, scrumptious, palatable, delightful, enjoyable, toothsome, exquisite
<b>Describe:</b>	portray, characterize, picture, narrate, relate, recount, represent, report, record
<b>Destroy:</b>	ruin, demolish, raze, waste, kill, slay, end, extinguish



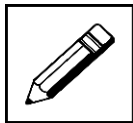
<b>Difference:</b>	disagreement, inequity, contrast, dissimilarity, incompatibility
<b>Do:</b>	execute, enact, carry out, finish, conclude, effect, accomplish, achieve, attain
<b>Dull :</b>	boring, tiring,, tiresome, uninteresting, slow, dumb, stupid, unimaginative, lifeless, dead, insensible, tedious, wearisome, listless, expressionless, plain, monotonous, humdrum, dreary
<b>Eager :</b>	keen, fervent, enthusiastic, involved, interested, alive to
<b>End:</b>	stop, finish, terminate, conclude, close, halt, cessation, discontinuance
<b>Enjoy :</b>	appreciate, delight in, be pleased, indulge in, luxuriate in, bask in, relish, devour, savour, like
<b>Explain :</b>	elaborate, clarify, define, interpret, justify, account for
<b>Fair :</b>	just, impartial, unbiased, objective, unprejudiced, honest
<b>Fall :</b>	drop, descend, plunge, topple, tumble
<b>False :</b>	fake, fraudulent, counterfeit, spurious, untrue, unfounded, erroneous, deceptive, groundless, fallacious
<b>Famous :</b>	well-known, renowned, celebrated, famed, eminent, illustrious, distinguished, noted, notorious
<b>Fast :</b>	quick, rapid, speedy, fleet, hasty, snappy, mercurial, swiftly, rapidly, quickly, snappily, speedily, lickety-split, post-haste, hastily, expeditiously, like a flash
<b>Fat :</b>	stout, corpulent, fleshy, beefy, paunchy, plump, full, rotund, tubby, pudgy, chubby, chunky, burly, bulky, elephantine
<b>Fear :</b>	fright, dread, terror, alarm, dismay, anxiety, scare, awe, horror, panic, apprehension
<b>Fly :</b>	soar, hover, flit, wing, flee, waft, glide, coast, skim, sail, cruise
<b>Funny :</b>	humorous, amusing, droll, comic, comical, laughable, silly
<b>Get :</b>	acquire, obtain, secure, procure, gain, fetch, find, score, accumulate, win, earn, rep, catch, net, bag, derive, collect, gather, glean, pick up, accept, come by, regain, salvage
<b>Go :</b>	depart, fade, disappear, move, travel, proceed
<b>Good:</b>	excellent, fine, superior, wonderful, marvellous, qualified, suited, suitable, apt, proper, capable, generous, kindly, friendly, gracious, obliging, pleasant, agreeable, pleasurable
<b>Great :</b>	noteworthy, worthy, distinguished, remarkable, grand, considerable, powerful, much, mighty
<b>Gross :</b>	improper, rude, coarse, indecent, crude, vulgar, outrageous, extreme, grievous, shameful, uncouth, obscene, low
<b>Happy :</b>	pleased, contented, satisfied, delighted, elated, joyful, cheerful, ecstatic, jubilant, gay, tickled, gratified, glad, blissful, overjoyed
<b>Hate :</b>	despise, loathe, detest, abhor, disfavour, dislike, disapprove, abominate
<b>Have :</b>	hold, possess, own, contain, acquire, gain, maintain, believe, bear, beget, occupy, absorb, fill, enjoy
<b>Help :</b>	aid, assist, support, encourage, back, wait on, attend, serve, relieve, succour, benefit
<b>Hide:</b>	conceal, cover, mask, cloak, camouflage, screen, shroud, veil
<b>Hurry:</b>	rush, run, speed, race, hasten, urge, accelerate, bustle



<b>Hurt:</b>	damage, harm, injure, wound, distress, afflict, pain
<b>Idea:</b>	thought, concept, conception, notion, understanding, opinion, plan, view, belief
<b>Important:</b>	necessary, vital, critical, indispensable, valuable, essential, significant, primary, principal, considerable, famous, distinguished, notable, well-known
<b>Interesting:</b>	fascinating, engaging, sharp, keen, bright, intelligent, animated, spirited, attractive, inviting, intriguing, provocative, though-provoking, challenging, inspiring
<b>Little:</b>	tiny, small, diminutive, shrimp, runt, miniature, puny, exiguous, dinky, cramped, limited, itzy-bitsy, microscopic, slight, petite, minute
<b>Look:</b>	gaze, see, glance, watch, survey, study, seek, search for, peek, peep, glimpse, stare, contemplate, examine, gape, ogle, scrutinize, inspect, leer, behold, observe, view, witness
<b>Love:</b>	like, admire, esteem, fancy, care for, cherish, adore, treasure, worship, appreciate, savour
<b>Mark:</b>	label, tag, price, ticket, impress, effect, trace, imprint, stamp, brand, sign, note, heed, notice, designate
<b>Mischievous:</b>	prankish, playful, naughty, roguish, waggish, impish, sportive
<b>Move:</b>	plod, go, creep, crawl, inch, poke, drag, toddle, shuffle, trot, dawdle, walk, traipse, mosey, jog, plug, trudge, slump, lumber, trail, lag, run, sprint, trip, bound, hotfoot, high-tail
<b>Moody:</b>	temperamental, changeable, short-tempered, glum, morose, sullen, irritable, testy, peevish, fretful, spiteful, sulky, touchy
<b>Neat:</b>	clean, orderly, tidy, trim, dapper, natty, smart, elegant, well-organized, super, desirable, spruce, shipshape, well-kept, shapely
<b>New:</b>	fresh, unique, original, unusual, novel, modern, current, recent
<b>Old:</b>	feeble, frail, ancient, weak, aged, used, worn, dilapidated, ragged, faded, broken-down, former, old-fashioned, outmoded, veteran, mature, venerable, primitive, traditional, archaic, conventional, customary, stale, musty, obsolete, extinct
<b>Part:</b>	portion, share, piece, allotment, section, fraction, fragment
<b>Plan:</b>	plot, scheme, design, draw, map, diagram, procedure, arrangement, intention, device, contrivance, method, way, blueprint
<b>Popular:</b>	well-liked, approved, accepted, favourite, celebrated, common, current
<b>Predicament:</b>	quandary, dilemma, pickle, problem, plight, spot, scrape, jam
<b>Quiet:</b>	silent, still, soundless, mute, tranquil, peaceful, calm, restful
<b>Right:</b>	correct, accurate, factual, true, good, just, honest, upright, lawful, moral, proper, suitable, apt, legal, fair
<b>Scared:</b>	afraid, frightened, alarmed, terrified, panicked, fearful, unnerved, insecure, timid, shy, skittish, jumpy, disquieted, worried, vexed, troubled, disturbed, horrified, terrorized, shocked, petrified, haunted, timorous, shrinking, tremulous, stupefied, paralysed, stunned, apprehensive
<b>Show:</b>	display, exhibit, present, note, point to, indicate, explain, reveal, prove, demonstrate, expose
<b>Stop:</b>	cease, halt, stay, pause, discontinue, conclude, end, finish, quit



<b>Strange:</b>	odd, peculiar, unusual, unfamiliar, uncommon, queer, weird, outlandish, curious, unique, exclusive, irregular
<b>Take:</b>	hold, catch, seize, grasp, win, capture, acquire, pick, choose, select, prefer, remove, steal, lift, rob, engage, bewitch, purchase, buy, retract, recall, assume, occupy, consume
<b>Tell:</b>	disclose, reveal, show, expose, uncover, relate, narrate, inform, advise, explain, divulge, declare, command, order, bid, recount, repeat
<b>Think:</b>	judge, deem, assume, believe, consider, contemplate, reflect, mediate
<b>Trouble:</b>	distress, anguish, anxiety, worry, wretchedness, pain, danger, peril, disaster, grief, misfortune, difficulty, concern, pains, inconvenience, exertion, effort

**Learning Activity 5****15 Minutes**

Using a dictionary, find the synonyms of the words in the table below.

1. often -	7. productivity -
2. satisfaction -	8. attitude -
3. communicate :	9. through:
4. lead:	10. organization:
5. variety:	11. location:
6. casual:	12. ways:

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

Now, you will look at antonyms.

**ANTONYM**

The word **antonym** is of Greek origin which means the opposite of another word. For instance, the **antonym** of 'hot' may be 'cold.' The root words for the word '**antonym**' are the words 'anti,' **meaning** 'against' or 'opposite,' and 'onym,' **meaning** 'name.'

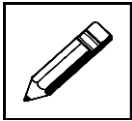
Please study the list of antonyms below – they will come in handy when you need to write poetry, essays or to do grammar exercises.

<ul style="list-style-type: none"> <li>• Achieve – Fail</li> <li>• Idle – Active</li> <li>• Afraid – Confident</li> <li>• Ancient –</li> </ul>	<ul style="list-style-type: none"> <li>• Guilty – Innocent</li> <li>• Hire – Fire</li> <li>• Include – Exclude</li> <li>• Individual – Group</li> <li>• Innocent – Guilty</li> </ul>	<ul style="list-style-type: none"> <li>• Random – Specific</li> <li>• Rigid – Flexible</li> <li>• Segregate – Integrate</li> <li>• Shame – Honour</li> <li>• Simple - Complicated</li> </ul>
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<p>Modern</p> <ul style="list-style-type: none"><li>• Arrive – Depart</li><li>• Arrogant – Humble</li><li>• Ascend – Descend</li><li>• Attack – Defend</li><li>• Blunt – Sharp</li><li>• Brave – Cowardly</li><li>• Cautious – Careless</li><li>• Complex – Simple</li><li>• Compliment – Insult</li><li>• Brave – Cowardly</li><li>• Crazy – Sane</li><li>• Crooked – Straight</li><li>• Decrease – Increase</li><li>• Demand – Supply</li><li>• Destroy – Create</li><li>• Divide – Unite</li><li>• Drunk – Sober</li><li>• Expand – Contract</li><li>• Expensive – Cheap</li><li>• Freeze – Boil</li><li>• Full – Empty</li><li>• Generous – Stingy</li><li>• Giant – Dwarf</li><li>• Gloomy – Cheerful</li></ul>	<ul style="list-style-type: none"><li>• Compliment – Insult</li><li>• Knowledge – Ignorance</li><li>• Liquid – Solid</li><li>• Lonely – Crowded</li><li>• Major – Minor</li><li>• Marvellous – Terrible</li><li>• Mature – Immature</li><li>• Maximum – Minimum</li><li>• Noisy – Quiet</li><li>• Optimist – Pessimist</li><li>• Ordinary – Extraordinary</li><li>• Partial – Complete</li><li>• Passive – Active</li><li>• Permanent – Unstable</li><li>• Plentiful – Sparse</li><li>• Positive – Negative</li><li>• Poyourful – Weak</li><li>• Praise – Criticism</li><li>• Private – Public</li><li>• Problem – Solution</li><li>• Professional – Amateur</li><li>• Profit – Loss</li><li>• Quality – Inferiority</li></ul>	<ul style="list-style-type: none"><li>• Single – Married</li><li>• Stiff – Flexible</li><li>• Strength – Weakness</li><li>• Sturdy – Weak</li><li>• Sunny – Cloudy</li><li>• Superb – Inferior</li><li>• Temporary – Permanent</li><li>• Timid – Bold</li><li>• Toward – Away</li><li>• Tragic – Comic</li><li>• Transparent – Opaque</li><li>• Triumph – Defeat</li><li>• Union – Separation</li><li>• Unique – Common</li><li>• Upset – Stabilize</li><li>• Urge – Deter</li><li>• Vacant – Occupied</li><li>• Vague – Definite</li><li>• Vertical – Horizontal</li><li>• Villain – Hero</li><li>• Visible – Invisible</li><li>• Wax – Wane</li><li>• Wealth – Poverty</li></ul>
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## Learning Activity 6



15 Minutes

Please write the antonyms of the words taken from the play *City Spirits*. Write your answers opposite each word.

1. left:	8. die:
2. important:	9. greedy:
3. to land:	10. plenty:
4. new:	11. tired:
5. with:	12. forget:
6. remember:	13. upset:
7. sick:	14. strong:

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

Now, we look at family culture.

### 11.4.1.3 FAMILY CULTURE

**Family culture** is the unique way that a family forms itself in terms of rules, roles, habits, activities, beliefs, and other areas. The racial or ethnic culture in which a family lives may strongly influence family culture. Other families are no longer tied to cultural norms of their ethnic or racial group.

Family tradition, also called Family culture, is defined as aggregate of attitudes, ideas and ideals of as well as environment, which a person inherits from his or her parents and ancestors.

The study of Family tradition and personality has attracted attention of social scientists. Ernest W. Burgess, Professor of Sociology, University of Chicago, has defined the term in these words:

**Whatever its biological inheritance from its parents and other ancestors, the child receives also from them a heritage of attitudes, sentiments, and ideals which may be termed the family tradition or the family culture.**

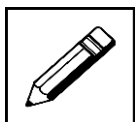
Sometimes, family traditions are associated with practices and beliefs which are handed over from one generation to the next generation, and during this process of transmission such



family traditions also acquire an aura of spirituality. Transmission of any set of such family traditions, acquiring spiritual significance, is largely an intuitive phenomenon, and the flow of family traditions continue without any intention, and the same continue to move on from one generation to the next generation. Family traditions for most of the families remain largely confined within the family members, but sometimes, non-family members may also get associated with particular family's family traditions.

### Features of a Family

1. **Universality.** It is the most universal group in the society as it is the first institution in the history of men.
2. **Emotional Basis.** Since it is the fundamental unit of human society, every individual has felt the emotions a family can give.
3. **Limited size.** A family only comprise of a father, a mother and children only.
4. **Formative Influence.** The family gives the most influence to an individual. It is where a person is being moulded from birth to the time he or she is ready to stand by herself or himself. According to Freud, a psychologist, a child exhibits the same characters and mental tendencies in adult age which he acquires in the family. With this, Confucius rightly remarked that if you want to improve society, improve family.
5. **Nuclear family.** The family is the centre of all social groups. The distinctive characteristics of marriage parental obligations and sibling relations make family the primary institutional cell of a society.
6. **Responsibility of the members.** It is in the family that child learns the meaning of responsibility and the necessity of cooperation. In the family, a child develops his or her basic attitudes and ideals.
7. **Social Regulation.** The family is particularly guarded by social customs and legal regulations. It is not easy to violate them. Families are not trivially taken; they are bound with rules.



#### Learning Activity 7



15 Minutes

1. **Make a research on the different types of family: Nuclear, Extended, Polygamy, Blended or reconstituted family, and Lone parent family.**
2. **Write a two paragraph article where the first paragraph contains the similarities of Papua New Guinea family with the Western families and the second paragraph states the differences.**





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You will now learn about **Homographs, Homophones** and **Homonyms**.

It is easy to confuse homographs with homophones and homonyms, but if you look at each word more carefully, you will be able to see the similarities and differences between these three words.

**Homo** means **same** but the ending of the word in homograph, homophone and homonym gives us more explanation.

- **Homograph** - Graph has to do with writing or drawing. When you think about a graph, you envision a picture. If you read graphic novels, you know they have pictures. Someone drew them. So **homograph** means **same picture** or **same writing**. Homographs are written (spelled) the same.
- **Homophone** - Phone has to do with sound. When you talk on the telephone, you hear the other person's voice. When people in the 1800s used a gramophone, they were listening to music. And phonology is the study of a language's sounds. So **homophone** means **same sound**. Homophones are pronounced the same.
- **Homonym** - Nym means name. Stevie Nicks and Stevie Wonder have the same first name, but they clearly are different people. It's the same with homonyms. They are spelled the same (homographs) and pronounced the same (homophones), but they have different meanings. Bow, for example, can mean to bend at the waist or the front of a boat or a type of weapon as in bow and arrow.

Now, you will look at each one of them more closely.



## Homograph

Put quite simply, a **homograph** is a group (usually a pair) of words that are spelled the same way, but have different meanings. They may or may not be pronounced the same way, although the difference in pronunciation is often just a shift in the accented syllable.

There is a whole class of homographs that end in -ate, usually with one being a verb and the other being a noun or an adjective related to it. For example:

- **Advocate** can be pronounced with a long --a sound and mean **to speak or write in support of**.
- **Advocate** can also be pronounced with a short -a sound and refer to a person who supports or pleads the cause of another.

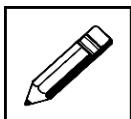
## Common Homographs

Now that you know what homographs are, here are 40 examples of homographs:

1. Accent	stress or emphasis	a manner of speaking or pronunciation influenced by the region in which one lives or grew up
2. Agape	wide open	a Greek word meaning <b>love</b>
3. Attribute	a characteristic or quality	to think of as belonging to or originating in some person, place or thing
4. Axes	the plural of ax or axe	the plural of axis
5. Bass	a deep voice or tone	a kind of fish
6. Bat	a piece of sporting equipment used in baseball	a winged animal associated with vampires
7. Bow	to bend at the waist	the front of a boat/ or a pair of tied loops
8. Buffet	to hit, punch or slap	a self-serve food bar
9. Bustier	an undergarment	more busty
10. Compact	small	to make small or a small case for holding makeup
11. Compound	to mix or combine	an enclosed area with a building or group of buildings inside
12. Content	happy or satisfied	all that is contained inside something
13. Contract	an agreement	to get, acquire or incur
14. Coordinates	brings into proper place or order	a set of numbers used to calculate position
15. Desert	a hot, arid region	to leave
16. Digest	a condensed version of some information	to change food in the stomach into a form that can be absorbed by the body
17. Discount	a reduction in price	to underestimate the significance of or give no credence to
18. Does	female deer (plural)	present, third person singular form of the verb <b>do</b>



19. Down	in a lower position	soft, furry feathers
20. Entrance	the place of entry	to bewitch, delight or enrapture
21. Evening	late afternoon	making more even
22. Fine	very good	sharp or keen or delicate or subtle or a sum of money paid to settle a matter
23. Frequent	occurring regularly	to visit a place with regularity
24. Incense	a substance that produces a pleasant odor when burned	to infuriate or make very angry
25. Lead	to go first with followers behind	a type of metal
26. Minute	60 seconds or 1/60th of an hour	extremely small
27. Moped	acted sad or gloomy	a bicycle with a motor
28. Object	a thing you can see or touch	a goal or a noun that receives the action of a verb or to be opposed to
29. Proceeds	advances or continues on	the money or profit gained from some sale or venture
30. Produce	to create or make	fresh fruits and vegetables
31. Project	a plan or proposal	to throw or hurl forward or to cause a shadow or image to fall upon a surface
32. Putting	the present participle of put	the present participle of putt
33. Number	a numeral	to count or more numb
34. Refuse	waste or garbage	to reject or decline to accept
35. Row	a fight	to propel a boat forward using oars, a line
36. Second	1/60th of a minute	after the first
37. Subject	under some authority or control	a topic or the doer of the action in a sentence
38. Tear	to rip	a drop of water from the eye
39. Wind	to turn	moving air
40. Wound	turned	an injury

**Learning Activity 8****15 Minutes**

There are homonyms in the sentences below but you only have to circle the letter of the word that most closely matches the meaning of the underlined words.

1. In his subject period, he announced that he would not allow the boy to be subject to any more bullying.

A. told

B. topic

C. Maths

D. authority



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2. Many people **discount** the discounts given by businesses because their prices are still high.
- A. unbelievable      B. take too lightly      C. deductions      D. communicate
3. The microscope showed **minute** differences in the tissue samples within a minute.
- A. 60 seconds      B. tiny      C. dancing      D. 60 seconds
4. The lively puppy **tear** the white gown when it fell on the floor which brought Sharon tear of anger.
- A. rip      B. bite      C. played      D. cry
5. The accountant coordinates all the files he has and make an efficient calculation of all the **coordinates**.
- A. folders      B. organisers      C. statistics      D. members
6. When the wolf howls, the shy girl **quails** in the corner while the quails sit stiff in their cage.
- A. birds      B. wails      C. cooks      D. trembles
7. Mr. Carson is a man **content** of his life and one of the contents of his book of secrets is reading the Bible.
- A. item      B. products      C. satisfied      D. list
8. When school is over it will be fine to watch movies so long as they are **fine**.
- A. rare      B. acceptable      C. promotion well      D. inspect

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

Now, you will look at youth culture.

#### 11.4.1.4 Youth Culture

**Youth culture** is the way adolescents live, and the norms, values and practices they share. Culture is the shared symbolic systems, and processes of maintaining and transforming those systems. Youth culture differs from the culture of older generations.

As a general observation, the youth of the past are much different from today. The differences are the result of variety of influence that adulterated the original culture of the young people.

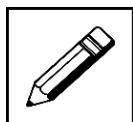




There are four basic elements of youth culture that you have to take a look at and they include **beliefs, behaviours, styles** and **interests**.

- A. Beliefs.** This refers to whatever they accept as true or real. Many young people grow with different beliefs in life. Many are still looking for which belief is rightful and which one should they stick to. As they grow older, they follow their beliefs and most of the time, these beliefs become their guide.
- B. Behaviours.** This in other words is so called attitude or upbringing. When a person grows up, he or she learns from his or her surroundings. The things he or she learn will influence how he or she behaves. Therefore, attitude is not only inherited but also developed from one's surroundings. A wrong environment will bear an ill upbringing of a person but a well-rounded environment will produce a well behave individual. How you behave now is the result of who your parents are and what kind of environment you are from.
- C. Styles.** It has an emphasis on clothes, popular music, sports, vocabulary, and dating which set adolescents apart from other age groups, giving them what many believe is a distinct culture of their own.
- D. Interests.** Young people have different interests in life compared to the elders and the adults as well as the children. This group of people is in a stage of exploration. They are interested in knowing many things. This is good if they are well guided but left alone, the result might be regretful.

Within youth culture, there are many distinct and constantly changing youth subcultures. These subcultures' norms, values, behaviours, and styles vary widely, and may differ from the general youth culture. Understanding what adolescents think and do is fundamental to understanding the relationship between structure and agency, social patterns and individual action.



### Learning Activity 9



15 Minutes

- A. Choose a scene from any drama you have read and create a plan for a stage performance. Your plan should include the following:**
- background for the scene
  - lighting
  - characters
  - props and costumes
  - length of the presentation of the scene

**You may go back to page 22 for reference on how to plan for a stage performance. Write your plan on the spaces provided below.**



Lined writing area for the essay response.

**B. Write a four paragraph argumentative essay about the behavior of the young man in the play on pages 21 to 22 and to whether you agree or disagree with his actions and his decisions in the drama. Write your essay on the space provided for you.**

**Essay Guidelines:**

- |                              |   |
|------------------------------|---|
| First paragraph:             | Introduction                                      |
| Second and third paragraphs: | Your arguments                                    |
| Second paragraph:            | Discuss your arguments based on the man’s actions |
| Third paragraph:             | Discuss your arguments based on his decisions     |
| Fourth Paragraph:            | Conclusion  |

Lined writing area for the essay response.





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

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Now, you move on to cultural change.

### 11.4.1.5 Cultural Change

**Cultural change** is the modification of a society through innovation, invention, discovery or contact with other societies. This happens as there are always changes down from generation to generation.

There are many ways to tell people about the cultural changes that are taking place in the society and one of which is through drama. Drama is staged for an audience to watch or to entertain. Somehow, cultural changes are now being staged in order to inform the people of the changes that are happening around us and with us. Drama, in most cases, mirrors the realities in the society. So, aside from informing us as one of its purposes, drama is also a means to examine the stability or changeability of the society as well as a tool for restructuring it if needed to achieve higher standards. Changes do not just happen without the influence of some factors in the society.

#### Factors of Cultural Change

1. **Contact.** The contact or interaction between two or more societies will obviously change the culture these societies through the processes of cultural diffusion (distribution) and acculturation (adopting the culture of the other society). In Port Moresby alone, you can see that there is a great change in the culture of the people since they started to be in contact with other groups of individuals from other places.
2. **Technology Evolution.** It is inevitable that technological evolution in the country will bring a change in the people's culture. For example, the changes in production technology, in the means of communication and transportation. Through these, people get to know other people's cultures and try to imitate what they think is adoptable and good for them.
3. **Geographical and Ecological factor.** This is a natural or a physical factor. The climate or rainfall, altitude of the place and its closeness to the sea decides the culture and lifestyle of the people. Any changes will lead to a change in their culture, habits and way of living. For example, a group of people used to fish in the river; however, there was a great drought and the climate became so hot. The people's culture will be changed. They will sort to other way of living instead of fishing only since the river dries and no fish to catch.



The play or drama that you are going to read is a satirical play titled *Which Way Big Man* written by Nora Vagi Brash. This is written to make us see the folly (madness) of our ways. In addition, it is for us to see how societal change also changes the people.

**Learning Activity 9****50 Minutes**

**Read the Drama below and try to analyse the changes in the society and to the people that are imbedded in it by answering the questions in Learning Activity 10.**

**Which Way Big Man**

By Nora Vagi Brash

**Cast of Characters**

Gou Haia	Public servant
Sinob Haia	His wife
Peta	Domestic Servant
Hegame	Guo's cousin
Private Secretary	
Papa	Guo's father
Marian	Clerk or typist
James	Clerk
Chuck Braggin-Crowe	Businessman
Vi Braggin-Crowe	His wife
Saga	University Student
Professor Noual	Linguist
Mrs Ura Kava	Reporter
Dr Ilai Kamap	Academic
News Announcer	

**Scene One**

Sinob: (calling) Guo darling? Do you prefer the plain or the stuffed Spanish olives? I'm just making up the shopping list.

Gou: (calling) Oh I don't mind, Sinob! Listen, come in here to the lounge and have a drink. Vodka and tomato or something different?

Sinob: (sighs) I'll have some Martini vermouth.

Gou: (Sound of pouring into glass) There you are dear (pause) Ice? (sound of clinking glass) Cheers! (Sound of drinking) Ah! That's better (sigh) Well, what did you do today?



Sinob: Have you forgotten already? I've been at the New Amengo Embassy, organizing that cocktail party! We're to raise funds for the drop-out Rascals! I'm on the committee, you know!

Gou: Oh yes, that's right.

Sinob: It was just heavenly! Carpets wall to wall, air conditioning – and a gorgeous indoor swimming pool! Oh, that reminds me! I had a letter today from Gloria! They've moved into our new PNG Embassy residence over there. And they have an indoor swimming pool too! (Sigh) Oh Gou, perhaps one day we'll be in a position to get one! (Pause) If ever you get the promotion!

Gou: Perhaps... one day. (Pause) Any new faces there – apart from the usual crowd?

Sinob: Not really! Just the usual. Mostly nice people though. Oh yes! There was someone new! The wife of the managing director of 'Nirez'! You know, the new perfume company set up by National Promotion? It will be just the French perfume.

Gou: I suppose the fashion-conscious ladies of the city will be pleased.

Sinob: There were also some village women there. You know, mothers of the drop-outs, and so on! Goodness knows why they asked them to come! They just sat by themselves in a corner and didn't say a word. Don't know how to behave at such functions!

Guo: But we must educate our village people! It's our duty to help the less fortunate!

Sinob: Quite frankly, I don't approve of it. Oh! By the way I heard at the meeting that the PM is to form a new Ministry. Is that true?

Gou: (whispers) It's not official = so don't say anything yet. (Pause) What's the time now?

Sinob: Nearly six o'clock. If that digital electric clock is correct.

Gou: I'd like to hear the news, if you don't mind.

Sinob: Oh, you don't want to hear the gibberish in Pidgin and Motu! Why not wait until the main news at 7 o'clock in English? (Sighs) Gosh! I'm feeling pucky – haven't had a thing since afternoon tea. (Calling off) Peta! What's for dinner? Come in here.  
(He comes inside)

Peta: (Moving on) Yassur Missus! Na me workim rice, na kaukau, na aibika, nap is na coconut.

Sinob: Yack! You eat that! You make us a salad and grill the T-bone steaks. There's plenty of lettuce and tomatoes in the fridge. Hurry up now!

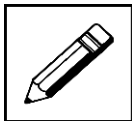
Peta: Yassur Missus. Mi go now.



Sinob: Wait a minute! I haven't finished yet! Now Peta, next time you ask first what I want for dinner, before you cook native food! I can't stomach it! Now, take these glasses! We'll go out on the patio. (Moving off) Come on Gou, darling, let's sit on the new white iron chairs. (Fade) They're so gorgeous! Bring us new drinks outside, Peta!

Peta: (softly) Yes Missus! Yes, Missus! (Sigh) Blari Shid! Dispela em wanem kind meri? Em sindaun na singaut – 'Peta! Peta!' Ahh! Dispela kanaka meri kamap wanpela witpela missus stret!

## END OF SCENE ONE



## Learning Activity 10



15 Minutes

From Scene One of the drama "Which Way Big Man?" answer the following questions. Write you answers on the spaces provided.

1. List down at least three (3) differences of the kind of people in the village and in the city based on the drama you have read above.

People in the Village	People in the City
1.	1.
2.	2.
3.	3.

2. What do you think could have been the reason of the changes that you see among the characters of the drama? Explain your answer.

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3. List and explain the effects or impacts of cultural change to the lives of the people involved in the story.

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4. What do you think can be the effect of this kind of drama if shown to the people to watch?

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

Now, you move on to types of films.

## 11.4.2 TYPES OF FILMS

### 11.4.2.1 Feature Films

A **feature film** is a film (also called a movie or motion picture) with a running time long enough to be considered the principal or sole film to fill a program. The notion of how long this should be has varied according to time and place. According to the Academy of Motion Picture Arts and Sciences, American Film Institute, and British Film Institute, a feature film runs for 40 minutes or longer, while the Screen Actors Guild states that it is 80 minutes or longer.

The majority of feature films are between 70 and 120 minutes long. The Story of the Kelly Gang (1906, Australia) was the first dramatic feature film released (running at approximately 60 minutes). An earlier The Corbett-Fitzsimmons Fight (1897, USA) is considered by some as the first documentary feature film (running time is 100 minutes); however, it is more accurately characterized as a sports program as it included the full unedited boxing match. The first feature-length adaptation was Les Misérables (1909, USA). Other early feature films include The Inferno (L'Inferno) (1911), Quo Vadis? (1912), Oliver Twist (1912), Richard III (1912), From the Manger to the Cross (1912), and Cleopatra (1912).

Additional characteristics of feature films are the following: to give the audience an escape from reality and be entertained, they are mostly fiction and sometimes total fantasy, the format is on introducing complex characters and spinning an intricate storyline over a running time up to three hours, and lastly is the production cost where feature films cost millions to top stars, writers and directors and materials.

Films come in different genres and some of the main **Genres of Film** are as follows:





**Action**

This is similar to adventure where the protagonist usually takes a risky turn, which leads to desperate situations. Action and adventure are usually categorised together because they have much in common. Examples for these are the **James Bond** series and **The Fugitive**.

**Adventure**

This shows exciting stories, with new experiences or exotic locales. Adventure films are very similar to action film genre in that they are designed to provide and action filled, energetic experience to the film viewer. There are many adventure movies that are in cinemas and one of them is titled **Pirates of the Caribbean**.

**Comedy**

This is a film that tells about a series of funny or comical events, intended to make the audience laugh. One of the most popular comedy films is titled **Alvin and The Chipmunks**.

**Crime**

A crime story is about a crime that is being committed or was committed. It can also be an account of a criminal's life. This genre can also be categorised under action or adventure genres.

**Fantasy**

It is about magic or supernatural forces rather than technology, though it often is made to include elements of other genres such as science fiction elements. An example for this genre is the film titled **The Lord of the Rings** and **The Hobbit**.

**Historical**

This is about a real person or event. Often they are written in a text book format, which may or may not focus on solely that. For example, for this genre is the film titled **The Longest Day** which depicts the experience of the American soldiers landed on the shore of Normandy in order to liberate France from the Nazi.



John Wayne in **The Longest Day**, 1962.

**Horror**

A horror story is told to deliberately scare or frighten the audience, through suspense, violence or shock. **The Grudge**, **Insidious** and **Paranormal** are some of the horror movies produced and watched all over the world.

**Romance**

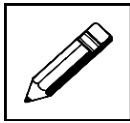
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This is emotion-driven stories that are primarily focused on the relationship between the main characters of the story. Beyond the focus on the relationship, the biggest defining characteristic of the romance genre is that a happy ending is always guaranteed. A good example for this is the movie titled **The Titanic** and **The Vow**.

### Science Fiction

This is similar to fantasy except that stories in this genre use scientific understanding to explain the universe that it takes place in. It generally includes or is centred on the presumed effects of computers or machines, travel through space, aliens and genetic engineering. An example for this is the **Star Wars** movie.





### Learning Activity 11



15 Minutes

E. Fill in the table below with information asked based on any movie that you have watched. Write your answers briefly.

Title:	
Genre:	
Factors that qualified it under such genre 	Write the plot of the film 
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**B. Based on any foreign and local romance, action or comedy film that you have watched, write a short comparison in two paragraphs where the first paragraph will discuss about the foreign film and the second paragraph will be about the local film of the same genre. Write your answers on the spaces provided for you.**

Paragraph 1

Foreign Film Title: \_\_\_\_\_

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Paragraph 2

Local Film Title: \_\_\_\_\_

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

Now, you move on to animated films

### 11.4.2.2 Animated Films

**Animated films** are the ones in which individual drawing, paintings, or illustrations are photographed frame by frame (also called stop-frame cinematography). Usually each frame differs slightly from the one preceding it, giving the illusion of movement when frames are projected in rapid succession at 24 frames per second.

Here is an example of an animated film in different frames with slight changes. This is an animated film titled '**The Little Mermaid**'.



**Animation** is the process of creating the illusion of motion and shape change by means of the rapid display of a sequence of static images that minimally differ from each other. The illusion—as in motion pictures in general—is thought to rely on the phenomenon.

**Animators** are artists who specialize in the creation of animation.

Animations can be recorded on either analogue media, such as a flip book, motion picture film, video tape, or on digital media, including formats such as animated GIF, Flash animation or digital video. To display animation, a digital camera, computer, or projector are used along with new technologies that are produced.

Animation creation methods include the traditional animation creation method and those involving stop motion animation of two and three-dimensional objects, such as paper cut-outs, puppets and clay figures. Images are displayed in a rapid succession, usually 24, 25, 30, or 60 frames per second.

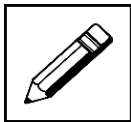
Some famous examples of animations are **Pinocchio** where the main character's nose grows longer every time he tells lies, **Peter Pan** whose adventures are made more colourful with



tinker bell, **The Jungle book** that talks about a child that grew up in the forest, **Dinosaur** which shows the different dinosaurs that had lived on earth many centuries ago and many more. Most of the mentioned examples are under the genre of adventure and fantasy.

They are created not just for entertainment and fun but in order to relay a message or a morale to the viewer. Some animations are also used to expose some negative practices in the society by some groups of people and how people should deal with them. An example for this is the animation titled **Excalibur** where many people would like to get this sword but only the one with pure heart and intention can get it. This means that many people would aim and do everything even to kill just for them to get what they want and that happens at present societies. They also get what they want because they have power but the real fulfilment in their heart is never with them.

From the above information, you can distinguish the difference of an animated film from a feature film as discussed in 11.4.2.1 of this unit.

**Learning Activity 12****15 Minutes**

1. From any animated movies you have watched ('Finding Nemo', 'Avatar', 'Shrek', 'Snow White' and many others), create a story board where you recreate two most exciting scenes of the movie by making series of drawings with a written short narrative for each drawing.

First scene	Second Scene
Drawing 1	Drawing 3



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<b>Narrative</b>	<b>Narrative</b>
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<b>Drawing 2</b>	<b>Drawing 4</b>

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<b>Narrative</b>	<b>Narrative</b>

**B. Summarise the differences of an animated film from a featured film by writing the differences of an animated film on the left column and the difference of a featured film on the right column.**

<b>Animated Film</b>	<b>Featured Film</b>
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____



3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____

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

Now, you will look at documentary films.

### 11.4.2.3 Documentary Films

A **documentary film** is a non-fictional motion picture intended to document some aspects of reality, primarily for the purpose of instruction or maintaining a historical record. This kind of film was shot on film stock, but nowadays, we have video and digital productions.

According to Grierson, **documentary** is the creative treatment of actuality. This definition became acceptable because it is much better to interpret life into a new form of art using the original actors and original scenes than those that are only made out from imaginations. This is by gathering raw information from real people and places rather than from written stories to be produced on films.

A documentary film has a certain focus and that is its subject. There are different subjects that documentary films present and they can be people, places, past and present events, culture and sports, health, arts, science and the environment. Examples of documentaries that relay a certain subject is the documentary titled '**Where Soldiers Come From**'. This is a documentary about young men who were graduating from high school and preparing themselves for adulthood that those who did not succeed the academic path join the National Guard and are sent to war. Physical and emotional battle traumas wrack or destroyed their bodies and psyches. Those who survive find their lives turned upside down. The subject of this documentary is an event which is war.

#### Characteristics of a Documentary Film

1. They are meant to inform; to confront people with reality and sometimes to promote a point of view.
2. It is factual. They are non-fiction films. Directors and writers help structure the film rather than creating characters or taking liberties with the facts of the story. They take economic, political issues and can take profile of a person, place or thing.





3. When it comes to format, often the action leads the way. People don't have scripted words to say or scenes to enact.
4. The production cost is usually less expensive because of less elaborate production thrills, less crews, single camera set ups and few talents.



### Learning Activity



15 Minutes

**Below is a storyline of a documentary film. Read it as your basis in doing the learning activity that follows.**

### The Coconut Revolution

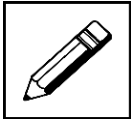
This is the modern-day story of a native people's remarkable victory over Western Colonial power. A pacific island rose up **in arms** against giant mining corporation Rio Tinto Zinc (RTZ) – and won despite a military occupation and blockade. When RTZ decided to step up production at the Panguan Mine on the island of Bougainville, they got more than they bargained for.

The islands people had enough of seeing their environment ruined and being treated as pawns by RTZ. RTZ refused to compensate them, so the people decided it was time to put an end to outside interference in the islands affairs. To do this they forcibly closed down the mine.

The Papua New Guinea Army (PNGDF) were mobilised in an attempt to put down the rebellion. The newly formed Bougainville Revolutionary Army (BRA) began the fight with bows and arrows and sticks and stones. Against a heavily armed adversary they still managed to retain control of most of their island.

Realising they were beaten on the ground, the PNGDF imposed a gunboat blockade around Bougainville, in an attempt to strangle the BRA into submission. But the blockade seemed to have little or no effect. With no shipments getting in or out of the island, how did new electricity networks spring up in BRA help territory? How were BRA troops able to drive around the island without any source of petrol or diesel?

What was happening within the blockade was an environment and spiritual revolution. The ruins of the old Papua mine were being recycled ... to supply the raw materials for the world's first eco-revolution. A David and Goliath story of the 21<sup>st</sup> century, The Coconut Revolution will appeal to people of all backgrounds.



**Learning Activity 13**



**30 Minutes**

**A. Read and carefully answer the questions below based on the storyline of the documentary titled “The Coconut Revolution”. Write your answers on the spaces provided.**

1. What does it mean by the phrase **in arm** in paragraph one line two?

\_\_\_\_\_

2. How did the RTZ treat the people of Bougainville and their environment? Explain in your own words.

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

3. What did the people do or form to close down the mine?

\_\_\_\_\_

4. What solution has the PNGDF thought off to stop the rebellion? Did the solution stop it?

\_\_\_\_\_

5. What is the main subject of this documentary?

\_\_\_\_\_

**B. From the storyline of the documentary on coconut revolution, write a summary about its subject and purpose. You should discuss the subject on the first paragraph and the purpose on the second paragraph. Write your essay on the spaces provided for you.**

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

Now, you will look at industrial films.

#### 11.4.2.4 Industrial Films

An **industrial film** is a film that targets industry as its primary audience. An industrial video is a type of sponsored film (such as an educational film) which prioritizes pragmatism over artistic value. While the primary purpose of an educational film is to inform an audience, the purpose of an industrial video can vary depending on the client.

An industrial video may be used for:

- marketing, communicating to potential clients the value of services or products.
- customers, such as a video that explains how to use a product.
- fundraising, such as for informing potential investors about the merits of a company, or generating capital for a charitable cause.
- corporations, such as a video that shares a CEO's vision with his employees, or a video that warns employees against improper ethical behaviour.

The uses of an industrial film also imply its subjects. Many industrial films contain subjects on product and service promotion, usage of something, civic activities of a company, money making strategies, business and many more.

However, these days, industrial videos have become more prevalent in the market than industrial films because of the lower cost of producing video content. Videos are shorter and straight to the point compared to films that require many things to be produced. Hence it is much expensive.





On the right is an example of a portion of an industrial video or film by a big car production company.

This video shows how their products are made in order to be durable and it is also a part of their marketing strategy.

Industrial films, if compared to an animated film is different based on the definitions alone. Animations can be short however it does not use real human being and real objects in the production which the industrial films and videos utilize. In animations, they use drawings and illustrations while in the industrial videos they show its subject with real objects like the example given in car production. In addition, industrial films are more time saving than animated films. The images below can clearly show some differences between an animated film and an industrial film.

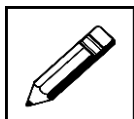
Animated film



Industrial Film



Now, move on to the activity below.



**Learning Activity 14**



**30 Minutes**

You are to create your own industrial film through series of pictures or drawings. Think of a subject that appeals to your own culture to be the center of your industrial film then draw the scenes that you imagine to come out in a film. Include dialogues or expressions in your drawing to indicate message being communicated. There should be one scene each box. Do your work in the table below.

Subject of your Industrial film: _____	
Scene 1	Scene 2



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<b>Scene 3</b>	<b>Scene 4</b>
<b>Scene 5</b>	<b>Scene 6</b>
<b>Scene 7</b>	<b>Scene 8</b>
<b>Scene 9</b>	<b>Scene 10</b>

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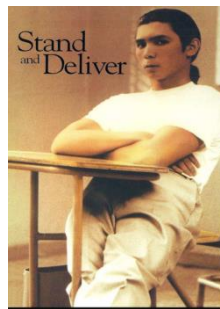
### 11.4.2.5 Educational Films

An **educational film** has the primary purpose to educate. Educational films have been used in classrooms as an alternative to other teaching methods.

Many educational films shown in schools are part of long series such as films demonstrating scientific principles and experiments that tend to be episodic, with each episode devoted to a specific experiment or principle.

Many schoolchildren in Britain in the late 1980s and early 1990s watched hundreds of episodes of British-made educational films over the course of their primary school careers. These educational films are very similar in style and production. As a result, the delivery-style and distinctive colour-palette like **scientific** looking neutral-blue backgrounds and some others are instantly recognisable to any child of the appropriate generation. This was used to great effect by the British television series '**Look Around You**'.

Some examples of educational films are as follows:



#### **Stand and Deliver**

This is a great movie about reaching students who feel like they have no hope of success in their life. Looking at it now, it also has something to say about standardised testing.





### The Karate Kid

A wimpy kid is trained to defend himself by an old Japanese man. What I always learn from this movie is the unconventional ways that Mr Miyagi taught Daniel. Sometimes the unconventional is the way to go.



### Stand by Me

This is an example of boys being boys, but also young kids being forced to deal with unfair expectations or labels based on their families. Whether it is not living up to your all-star brother or trying to escape the reputation of a criminal brother, fighting to be yourself is never easy.

With the examples given, educational films do not choose a subject as long as it delivers or it attains its purposes to entertain, to uplift and to educate.



### Learning Activity 15



15 Minutes

Read the film script below and answer the questions that follow.

### The Big Blue

THE BOYS  
Kacques! Come quick!

EXT. PIER – DUSK

The little boys tug Jacques to the end of the pier and point to something in the water.

BOYS  
Look! Right there! It's shining!

Jacques walks over, and sure enough sees something shining a few feet down in the water.

JACQUES



(squinting)  
A coin.

FIRST BOY  
I found it.  
SECOND BOY  
Liar!

Camera pans and we see a middle-aged PRIEST loading supplies into a small boat. He stops to watch the children's negotiations. Little JACQUES is putting his flippers on.

JACQUES  
Ok. I'll get it, but no fighting.  
All right?

The two boys nod as they point to the coin.

JACQUES  
We'll split it.

FIRST BOY  
You can't split a coin. That's stupid.

SECOND BOY  
He's right. You're stupid.

The priest smiles.

JACQUES  
Then we'll buy something then split that.

SECOND BOY  
A helicopter...

JACQUES  
It's small coin.

FIRST BOY  
A Ferrari.

SECOND BOY  
I don't want a Ferrari ... what is it?

JACQUES  
(interrupting them)  
Maybe a little radio.





The two boys look at each other.

JACQUES

Well, we'll decide later. The light is going.

SECOND BOY

I get the radio from after school until midnight.

FIRST BOY

Since when do you stay up at midnight?

JACQUES

All right, all right... Can I concentrate? And you can stop pointing. I've seen it.

VOICE (O.S)

I've seen it too.

The voice is Enzo's. Another young boy wearing little round glasses.

FIRST BOY

(annoyed)

S\*\*t it's the Italian!

He is slightly older than JACQUES but he is taller. ENZO is with ROBERTO, his younger brother, the only one allowed to carry his flippers. Five kids are behind him.

ENZO

Well, if it isn't the little Frenchman! How the little Frenchman?

JACQUES

(cool)

Fine!

ENZO pats JACQUES on the shoulder and leaves his hand there a lightly intimidating gesture.

ENZO

You don't mind if I go instead, do you?

JACQUES

(intimidated and pretending not to be)

No ...

ENZO

If you did mind, you'd tell me, wouldn't you?

ENZO pats his shoulder reassuringly.

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ENZO  
(to his brither)  
Roberto, mio palmo!

ROBERTO who has already started to moisten his big brother's gear in the water, holds a pair of dripping flippers and a glistening mask. The priest watches the scene with obvious pleasure.

ENZO takes a deep breath and dives in the water as Roberto counts out loud. ENZO bursts out of the water, the coin is in his hand. The children cheer and clap. ... ENZO walks over to JACQUES.

ENZO  
(showing him the coin)  
Who's is it now? You saw it but I dove for it!

JACQUES doesn't answer.

ENZO smiles and slowly puts the coin in his pocket. He pulls it out again and waves it under JACQUES' nose.

ENZO  
(without turning around)  
Roberto? How long?

ROBERTO  
Six seconds.

ENZO looks at JACQUES for a while.

ENZO  
I'll throw it back into the water. You dive and if you do less than six, it's yours.

JACQUES doesn't say anything, then finally shakes his head, negatively. ENZO smiles, taps him on the shoulder.

ENZO  
Bravo!

The first boy finally sums up his courage to speak.

BOY  
(timidly)  
Enzo? I saw the coin first ... We split?

ENZO

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(smiling)  
You can't split a coin ...

ENZO laughing , sticks the coin into his pocket and leaves the pier with his gang.

The priest smiles and pulls a coin from his pocket with his flippers dangling from one hand. JACQUES sadly stares out at the sea. The pope calls him over.

PRIEST  
Jacques, come, look.

JACQUES goes over to him, sees where he is pointing, the faint gleam of the coin underwater.

PRIEST  
It is a coin shining down ther?

JACQUES  
(overjoyed)  
It is. It's a coin! I'll get it for you Father!

PRIEST  
It'll be for the poor.

JACQUES, intent on the coin's glimmer, quickly slips on his fin, prepare his mask. He swims in the water like a fish, goes directly to the coin. Scoops it up, brings it to the surface. He breaks water, waves the coin, looks for the priest and sees he is no longer there.

JACQUES  
Padre?

He looks at the ancient impression on the coin – "Boy on a Dolphin".

**A. Comprehension Check.**

**Read the questions and answer them based on the script above. Write your answers on the spaces provided.**

1. What object is being seen in the water?

\_\_\_\_\_

2. What is the setting of the script?

\_\_\_\_\_

3. What kind of background do the boys have based on the situation presented through the script?



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4. What does this excerpt from this movie script want to teach its audience? Explain your answer.

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5. What is the intention of the priest of telling the boy that the coin is for the poor?

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- B. Fill in the table with the differences between an industrial film and an educational film. A difference is already given as an example for you. Write your answers on the spaces provided.**

Industrial Films	Educational Films
1. It is used for marketing products.	1. It is used to educate or teach its audience.



### 11.4.3 POETRY

“A great poem can move you, shake you and remind you what it is to be human.”  
- Oprah Winfrey -

#### 11.4.3.1 Exploring Poetry

##### What is poetry?

“Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen.”  
- Leonardo da Vinci -

“Poetry is the spontaneous overflow of powerful feelings.”  
- William Wordsworth -

“Poetry is when an emotion has found its thought and the thought has found words”.  
- Robert Frost -

As you can see from the above three quotations, poetry has a lot to do with feelings and emotions. When a poet writes poems, he or she writes in a very personal way. The poet wants to share his or her personal experience with others. The poet wants to let people see what is going on in his or her imagination. Therefore, the poet must choose his or her words carefully to paint a picture of his or her imaginations and feelings.

In the past, poems were sometimes written in poetic language, for example, using thou for you, thy for your or o’er for over, but today poets use the everyday language that we speak and read. What makes poetry different from every day speech and writing is the way poets use ordinary words in unexpected ways. Poets often surprise us. They enjoy the beauty of language and they have fun with their choice of words and sentence structure.

Often poets employ **licentia poetica** when writing their poems. **Licentia poetica** means the **artistic license** (also known as **art licenselo**, **historical license**, **dramatic license**, **poetic license**, **narrative license**, or simply **license**). The word **poetic** derives from the Latin poeta, which means **poet** or **maker**. **License** comes from the Latin **licentia**, which means **to be permitted**. Thus poetic license is a license or permission granted to authors to apply smaller alterations, such as a poet ignoring some of the minor requirements of grammar to create a different, usually dramatic effect.

An example of licentia poetica is Mark Antony's speech: "**Friends, Romans, Countrymen, Lend Me Your Ears**" from Shakespeare's **Julius Caesar**. The line would technically require the word **and** before countrymen, but the conjunction and is omitted to preserve the rhythm of the line. You might also have noticed that most poems are not written in complete sentences. All of these are examples of artistic license.

**Poetry** is an imaginative awareness of experience through meaning, sound and rhythmic language choices so as to evoke an emotional response. **Poem** is something that follows a particular flow of rhythm and meter.



Poetry is so much different from **prose**. The physical form alone can tell you that prose is different as it is not in verse but in sentence and paragraph forms narrating or telling a story. The short stories and novels that you read are enough examples for you to imagine how different these two are. Poetry has rhymes and rhythm but prose does not have. Prose has a plot which poetry does not have.

Now, look at the examples of poems below and see if you can get the message that each poet is trying to convey:

### **Dreams**

By Langston Hughes

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow

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### **The Road Not Taken**

By Robert Frost

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveller, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;  
Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—



I took the one less travelled by,  
And that has made all the difference.

### **What is Success?**

By Ralph Waldo Emerson

To laugh often and much;

To win the respect of intelligent people  
and the affection of children;

To earn the appreciation of honest critics  
and endure the betrayal of false friends;

To appreciate beauty;  
To find the best in others;  
To leave the world a bit better, whether by  
a healthy child, a garden patch  
or a redeemed social condition;

To know even one life has breathed  
easier because you have lived;

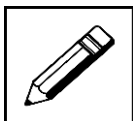
This is to have succeeded.



### **A Book**

By Emily Dickinson

There is no frigate like a book  
To take us lands away,  
Nor any coursers like a page  
Of prancing poetry.  
This traverse may the poorest take  
Without oppress of toll;  
How frugal is the chariot  
That bears a human soul!



#### **Learning Activity 16**



**15 Minutes**

- A. Answer the questions below based on the three poems you have read and studied above. Write your answers on the spaces provided for you.**



1. What will happen if dreams are gone?

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2. From your point of view, what is success?

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3. How is success measured in your own village?

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4. According to Emily Dickinson, what can a book do?

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**B. Write a poem or an essay that talk about the differences of traditional life in the village and the modern life in the city. Write your answers on the spaces provided.**

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

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Now, you will look at genres of poetry.

### 11.4.3.2 Genres of Poetry

The great philosopher Aristotle suggested that poetry is divided into **three genres: comedy, tragedy and epic**. Aristotle claimed **comedy** is an imitation of what is inferior in a way that is laughable. He then said that both tragedies and epics are made to portray suffering in a way to produce certain effects. However, **epics** is a one-verse form and a long, serious, poetic narrative about a significant event, often featuring a hero. In the past, epic poems were memorised and played an important part in maintaining a record of the great deeds and history of a culture.

**Tragic poetry** is mainly a dramatic composition, often in verse, dealing with a serious or sober theme, typically involving a great person destined to experience downfall or destruction as through a character flaw or conflict with some overpowering force, as fate or an unyielding society.

Examples of the three genres of poetry

#### Comedy poem

##### A Word to Husbands

To keep your marriage brimming  
With love in the loving cup,  
Whenever you're wrong, admit it;  
Whenever you're right, shut up.

By Ogden Nash



## Epic poem

### A short background of **The Epic of Gilgamesh**:

This is an epic poem from the ancient Mesopotamia and is among the earliest known works of literary fiction. Scholars surmise that a series of Sumerian legends and poems about the mythological hero – King Gilgamesh, who might have been a real ruler in the late Early Dynastic II period (ca. 27<sup>th</sup> century BCE), were gathered into a longer Akkadian poem long afterward, with the most complete version existing today preserved on twelve clay tablets in the library collection of the 7<sup>th</sup> century BC Addurian King Ashurbanipal. The essential story revolves around the relationship between Gilgamesh, a king who has become distracted and disheartened by his rule, and a friend, Enkidu, who is half-wild and who undertakes dangerous quests with Gilgamesh. Much of the epic focuses on Gilgamesh's thoughts of loss following Enkidu's death. It is about their becoming human together and has a high emphasis on immortality for most parts of the book also shows Gilgamesh's search for immortality.

Read the excerpt from:

### **The Epic of Gilgamesh Tablet VII**

'... then twilight came.'  
And Enkidu answered Gilgamesh:  
'My friend, hear a dream I had last night  
An, the sky God,  
Enlil, his son,  
Enki, son of Enlil,  
And Shamash the Sun, All held council together,  
And An said to Enlil:  
'Because they hve slain the Bull of Heaven  
And have salin Humbaba,  
He who watched over the mountains,  
Watched them from Cedar tree – one among  
Of them  
Must die' – So said An.  
But great Enlil said:  
Enkidu must die!  
Gilgamesh, however, shall not die!  
Then heavenly Shamash the Sun answered  
Great Enlil:  
'Was it not at your very own command  
That these necessities took place –  
The slaying of the Bull of Heaven and  
Humababa?  
And now you say,



Innocent Enkidu should die?  
But at this Enlil became enraged.  
He turned in anger to heavenly Shamash:  
'Just because you used to go down to them  
Everyday as if you yourself were his comrade!  
'My brother, my dear brother!  
They wish to let me go but to take you as the  
Price for this!'  
Also he said:  
'Must I sit down by the spirit of the dead,  
By the door of the spirit of the dead?  
And never again to see my dear brother with  
My eyes?...'

The day the dream was ended.  
Enkidu lay stricken one day, two days,  
Enkidu's suffering on his bed worsened:  
A third day, a fourth day...  
A fifth day, a sixth day, a 7<sup>th</sup>  
An 8<sup>th</sup>, a 9<sup>th</sup> and a tenth day.  
Enkidu's suffering on his bed increases;  
An 11<sup>th</sup> day, a 12<sup>th</sup> day ...  
Enkidu lay stricken on his bed of agony.  
Finally, he called Gilgamesh and spoke to  
Him:  
'My friend ... has cursed me!  
Not like one who falls in battle shall I die,  
For I feared the battle ...  
My friend, one who dies in battle is blessed.  
But as for me ...'

### Tragic poem

#### Death is a Fisherman

Death is a fisherman, the world we see  
His fish-pond is, and we the fishes be;  
His net some general sickness; howe'er he  
Is not so kind as other fishers be;  
For if they take one of the smaller fry,  
They throw him in again, he shall not die:  
But death is sure to kill all he can get,  
And all is fish with him that comes to net.

By Benjamin Franklin



Today, poetry is still considered the owner of the three main poetic forms: **lyric, narrative, dramatic**. Each form can then be divided into many subdivisions, each consisting of a rhyme scheme, rhythm and or style.

### Lyric

An emotional writing focusing on thought and emotion - can consist of a song-like quality. Subdivisions include elegy, ode and sonnet. Lyric poetry does not attempt to tell a story. Popular lyric poems include the works of Sappho such as '**He is More than a Hero**', '**Go, lovely Rose**' by Edmund Waller and the many **sonnets** of William Shakespeare.

#### Go Lovely Rose

Go, Lovely Rose –  
Tell her that wastes her time and me,  
That now she knows,  
When I resemble her to thee,  
How sweet and fair she seems to be.

Tell her that's young,  
And shuns to have her grace spied,  
That hadst thou sprang  
In deserts where no men abide,  
Thou must have uncommended died.

Small is the worth  
Of beauty from the light retired:  
Bid her come forth,  
Suffer herself to be desired,  
And not blush so to be admired.

Then die – that she  
The common fate of all things rare  
May read in thee;  
How small a part of time they share  
That are so wondrous sweet and fair!

By Edmund Waller

### Narrative

Narrative is a poem which tells a story. One of its subdivisions is epic, a long story which tells of the heroic ideals of a particular society, and ballad, which generally tell of an event of interest such as a crime. Ballads were originally intended to be sung while dancing. Popular narrative works are '**The Canterbury Tales**' by Geoffrey Chaucer, '**The**



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**Divine Comedy**’ by Dante, **‘Hiawatha**’ by Henry Wadsworth Longfellow, **‘The Rape of Lucrece**’ by Shakespeare and **‘The Rape of Lock**’ by Alexander Pope.

### **The Divine Comedy**

Inferno – Canto I

Midway upon the journey of our life  
I found myself within a forest dark,  
For the straightforward pathway had  
Been lost.

Ah me! How hard a thing it is to say  
What was this forest savage, rough, and stern,  
Which in the very thought renews the  
Fear.

So bitter is it, death is little more;  
But of the good to treat, which there I  
Found,  
Speak I will of the other things I saw  
There.

I cannot well repeat how there I  
Entered,  
So full was I of slumber at the moment  
In which I had abandoned the true  
Way.  
By Dante

### **Dramatic**

Any drama written in verse which is meant to be spoken by one or two characters, usually to tell a story or portray a situation. The majority of dramatic poetry is written in blank verse. Other forms of dramatic poetry include, but are not limited to, dramatic monologues, rhyme verse and closet drama. Important dramatic works include those by Shakespeare, Ben Jonson, Edgar Allan Poe and Christopher Marlowe.

An excerpt from:

### **The Raven**

“Prophet!” said I, “Thing of evil! –  
Prophet still, if bird or devil!  
By that heaven that bends above us –  
By that God we both adore –  
Tell this soul with sorrow laden if,  
Within the distant aidenn,  
It shall clasp a sainted maiden  
Whom the angels name Lenore.”



Quoth the raven “nevermore.”

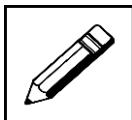
By Edgar Allan Poe

These three genres--lyrical, narrative, and dramatic--create an important presence in writing around the world and make up every type of poetry ever created.

This is because each of these three genres can easily be divided into sub-groups and those sub-groups into more sub-groups and so on and so forth. Essentially, they can make up an endless amounts of styles using endless amounts of techniques. New styles are created almost every day with the most famous being picked up by poetry journals around the world.

With the emergence of the internet, the amount of poetry being read around the world has only increased and will continue to increase at the same pace for years to come.

Now, move on to the next activity.



### Learning Activity 17



15 Minutes

**Classify the following poems into lyric, narrative or dramatic. Write your answers on the spaces after each number.**

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

Excerpt from:

#### **New Guinea**

New Guinea, beloved New Guinea  
What do they say about you?  
The rugged  
The impossible  
The broken bottle  
The hostile  
The Saturday made  
The waste land  
The hot island  
The tomb of death  
The forgotten isle  
The land of thousand tribes and trials  
Primeval forests of termites, leeches and cicadas  
Hidden valleys and mountain crags of old  
Deep gorges and rugged ranges



Fast rivers flowing to endless swamps  
Land of killers and cannibals and sacred corpses  
Of mountain raiders and mangrove snipers  
Land of fevers and dreaded diseases  
Molten lava and sulphurous ashes  
Of coral beaches with lashing fishes.

By Apisai Enos

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

### **The River Flows Back**

In my mother's womb  
Peace was mine  
But I said 'maping'\*  
I greeted the light  
And came into the world,  
Saluting it with a cry.  
I paddled downstream  
Drifting at ease  
Like Adam before the fall.

But now  
A storm rises before me  
My canoe has swung around  
I paddle against the stream.  
The river my helper  
Has become my enemy  
I fight the river  
Until my veins stand out  
Until the paddle blisters my palms.

Yet in this battle I gain glory  
I win fame  
I grow a name  
The true essence of it.  
One day I will reach the source again  
There at my beginnings  
Another peace  
Will welcome me.

By Kumalau Tawali

\* term of greeting in the Manus language

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

**Who Am I?**

Who am I?  
Am I just flesh and bones?  
But that can't be true,  
Break my bones,  
Tear my flesh,  
But I still remain me.  
Perhaps I am just a series of emotions.  
But that also can't be true.  
Emotions come and go.  
I still remain me.  
What then is the real me  
That always remains me?

By David Las

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

**Whispers**

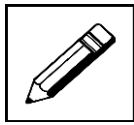
Oceans may separate us  
Mountains may be big  
Let the wind and the gull be our consoler  
Let them hear our lonely call.

Upon this stone,  
I sit in solitude  
Watching birds fly  
Seeing the sea foam.

Into the soft wind  
Whispers of love and sorrow I send.  
Should the birds hear  
Let them deliver my message.

By Steven Edmund Winduo



**Learning Activity 18****15 Minutes**

The titles of the poems you have read in Activity 17 are written in each item below. Give the message of each poem on the spaces provided for you.

1. New Guinea

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2. The River Flows back

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3. Who Am I?

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4. Whispers

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

**11.4.3.3 Forms of Poetry**

In poetry, **form** can be understood as the physical structure of the poem: the length of the lines, their rhythms, their system of rhymes and repetition. In this sense, it is normally reserved for the type of poem where these features have been shaped into a pattern, especially a familiar pattern.

Another sense of form is to refer to these familiar patterns - these can be simple and open-ended forms, such as blank verse, or can be a complex system of rhymes, rhythms and repeated lines within a fixed number of lines, as a sonnet or villanelle is. (This is similar to the word **shape**; asked to think about **a shape**, you would expect a triangle or a circle, but Alaska too has a shape.) The difference is visible in Sebastian Barker's poem '**Holy The Heart On Which We Hang Our Hope**': the form of this poem shares aspects with another form, the villanelle, but also differs from it in interesting ways, just as its content shares in some aspects of organised faith but not in others.

**Forms of Poetry****1. Couplet**

It is a stanza (or even a poem) consisting of two lines. These need not rhyme, nor be the same length but can be.



Example:

A little learning is a dangerous thing;  
Drink deep, or taste not the Pierian spring.

Alexander Pope

## 2. Haiku

It is a Japanese form of poetry which is composed of three non-rhyming lines. The first and third line have five syllables each and the second line has seven syllables. They often express feelings and thoughts about nature but you can write a poem in this form with different subjects aside from the mentioned subjects of Haiku.

Example:

### Japanese version

Furuike ya (5 syllables)  
Kawazu tobikomu (7 syllables)  
Mizu no oto (5 syllables)

### English translation

The old pond--  
a frog jumps in,  
sound of water.

## 3. Blank Verse

It is a form based on unrhymed lines of iambic pentameter. The verse parts of Shakespeare's plays are blank verse.

Example from **The Wasteland**

I read, much of the night, and go south in winter  
What are the roots that clutch, what branches grow  
Out of this stony rubbish? Are very much audible

## 4. Sonnet

It is a poem of fourteen lines, usually in iambic pentameter, that has one or two regular rhyme schemes.

### Sonnet 138

When my love swears that she is made of  
Truth  
I do believe her, though I know she lies,  
That she might think me some untutor'd  
Youth,  
Unlearned in the world's false subtleness.  
Thus vainly thinking that she thinks me  
Young,  
Although she knows my days are past the  
Best,  
Simply I credit her false speaking tongue:  
On both sides thus is simple truth  
Suppress'd



But therefore says she not she is unjust?  
And wherefore say not I that I am old?  
O, loves best habit is in seeming trust,  
And age in love loves not to have years told:  
Therefore, I lie with her and she with me,  
And in our faults by lies we flatter'd be.

By William Shakespeare

### 5. Limerick

It is a poem that is often silly or whimsical, written in five lines with an AABBA rhyme scheme. Often, limericks tell a short, humorous story.

Example:

#### **There was a Young lady of Dorking**

There was a young lady of Dorking,  
Who bought a large bonnet for walking;  
But its colour and size,  
So bedazzled her eyes,  
That she went very soon, went back to Dorking.

Anonymous

### 6. Cinquain

It is a five-line poem that was invented by Adelaide Crapsey, an American poet who took inspiration from Japanese Haiku and Tanka. Cinquain are vivid in their imagery and are meant to convey a certain mood or emotion. It follows a certain number of syllables per line where the first line has two syllables, second with four syllables, third with six syllables, fourth with eight syllables and the fifth with two syllables (2-4-6-8-2).

Example:

#### **Snow**

Look up  
From blackening hills  
Blows down the light, first breath  
Of wintry wind...look up, and scent  
The snow!

Anonymous

### 7. Tanka

Tanka poetry refers to a Japanese five-line poem. Tanka means **short song** and is similar to haiku in that there are specific amounts of syllables for each line of the poem and it utilises the literary techniques of personification, metaphor and simile to describe and create the ability for the reader to visualise the author's descriptions.



Example: **The Dog**

The dog likes to bark (5 syllables)  
 His bark is loud for others (7 syllables)  
 He is a cute dog (5 syllables)  
 So people don't mind too much (7 syllables)  
 They sometimes come to pet him (7 syllables)

Anonymous

### 8. Quatrain

It is a poem consisting of four lines of verse with a specific rhyming scheme. The rhyming schemes are **abab**, **abba**, **aabb** or **aaba**. To explain the pattern, let us take the first pattern **abab** where the first line should be rhyming with line three, and second line should rhyme with line four.

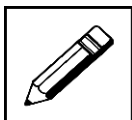
Example:

#### Lord of Deceit

Trapped within a haze of fear, (a)  
 The Lord of lies does appear. (a)  
 Clouded by so much that's wrong, (b)  
 Truth gets twisted by his song. (b)

By Theresa King

Now, do the following activity.



### Learning Activity 19



15 Minutes

A. Read the poems in column A and match them to their forms in column B. Write the letter of your answers on the spaces before each number.

Column A	Column B
___ 1. An old silent pond... A frog jumps into the pond, Splash! Silence again.	A. Tanka B. Cinquain C. Haiku D. Quatrain E. Limerick F. Sonnet G. Couplet
___ 2. Who said, "It's just how I feared!" Two owls and a hen Four larks and a wren Have all built their nests in my beard.	
___ 3. My mum Is so caring	



<p>She is always helpful She is so beautiful and kind Love you.</p> <p>___ 4. I have the measles and the mumps, A gash, a rash and purple bumps.</p> <p>___ 5. <b>Butterfly Pendant</b></p> <p>A butterfly pendant of gold and blue Sparkled with beauty in the blazing sun. No matter if it were broken or new, Its breathlessness could not be outdone.</p> <p>By Marie Summers</p>	
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**B. From the forms of poems discussed above, choose one and create your own poem following the format of your chosen form. Write your poem on the space provided for you.**

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

#### **11.4.3.4 Elements of Poetry**

Poetry has always been one of the best means of expressing thoughts and feelings. The sweetness, melody and smoothness that we feel while going through poetry, cannot be



found in any other form of literature. It exhibits a special kind of empathy that directly touches the heart and soul of people, mainly those who can understand the deep thought veiled behind simple lines. A good poem always comprises of certain basic elements, which help it in achieving higher degrees of perfection in expression. In case you are interested in reading or writing poetry, familiarity with these basic elements will help you develop a better understanding of this melodious form of literature.

### **What Are the Main Elements of a Poem?**

There are seven basic elements of poetry, which are comprised together to form an interesting poem. The main feature of all these seven units is to provide easy-to-read flow, synchronized expression and necessary meaning to a composition.

#### **Theme**

A poem is not written randomly. Several thoughts and expressions are synchronized together, to give a proper theme to the poem. In fact, the theme can be described as the soul of a poem. It is the actually what the poet wants to express through his words. It may either be a thought, a feeling, an observation, a story or an experience.

#### **Symbolism**

The expression in poetry is often not direct. Rather, it makes use of several symbolic and virtual substances and themes to express the deep hidden meaning behind the words. The use of symbolism gives a more reflective empathy to the poem. It is one of those basic elements of a poem that are conceived at the very beginning of the composition.

#### **Meter**

Meter is the basic structure of a poem. It is conceived right after the theme and symbolism of a poem have been finalized. This is when a poem takes an entirely different structure from that of prose. Every line in a poem has to adhere to this basic structure. The entire poem is divided into sub-units and it is made sure that a single unit conveys a single strand of thought successfully.

#### **Rhythm**

For a smooth flow of expression, a musical symphony in the poem is compulsory. A dry and broken piece of literature can never ever be good poetry, despite having a good theme. However, it is not the rhyming between two words of consecutive lines, rather the resonation of words along with the sounds and the music produced, when the poem is read aloud. This musical link must not be missing in a poem.

#### **Rhyme**

A rhyme may or may not be present in a poem. Free verse variety of poetry does not follow this system. However, where present, the pattern is present in different forms, like aa, bb, cc (first line rhymes with the second, the third with fourth, and so on) and ab, ab (first line

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rhymes with third and the second with fourth). Rhyme has a very significant role in providing rhythm and flow to poem, which further helps in maintaining the reader's interest.

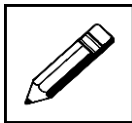
### Rhyme Scheme

It is a pattern of rhymes at the end of each line of a poem or song. It is usually referred to by using letters to indicate which line rhymes; lines designated with the letters that all rhyme with each other.

For example:

Roses are red                    a  
Violets are blue                b  
I'm out of my head            a  
With thinking of you           b

If you notice, the letter **a** is written after red and head because they rhyme while letter **b** for blue and you. If there is another set of rhyming words then it can have letter **c**, **d** and so on. So, all end sound that rhyme have the same letter.



### Learning Activity 20



15 Minutes

Read the poem below and answer the questions that follow. Write your answers on the spaces provided for you.

### The Drums of War

Their bodies painted in black and red stripes  
Tell the story of their purpose  
They wait, tensely  
They listen to the power songs.

Tomorrow will be the day  
When obsidian shall break  
When the inland men  
Shall lose many  
And the beach shall chew betelnut.

The garamut answers their voices  
And a hundred agile warriors  
Display their strength.  
They shake, jump, shout in procession  
To the rhythm of the drums.



By Kumalau Tawali

1. What is the cultural significance of a drum in war?

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2. In your own cultural group, what do the different colours of paint signify?

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3. Why do the warriors need to shake, jump and shout in precession to the rhythm of the drums?

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4. What are the words used in the poem that symbolizes something? List at least three of them down and write their meaning.

Symbolic words

Meaning

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

5. What is the theme of the poem?

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6. In a short paragraph, write the meaning and cultural significance of the poem above.

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





### 11.4.3.5 Figurative Language

Many words and expressions are used literally and figuratively. Words that are used literally are used in their actual meaning or sometimes people say their dictionary meaning. Words that are used figuratively, on the other hand, are used to make comparisons, transfer ideas, create images, exaggerate or say the opposite. Therefore, when we say: “This mango is still very green – you cannot eat it now”, we are using the word “green” in a literal way: the name of one of the colours. However, when someone makes a comment “That new worker is still a bit green”, it would be obvious that the word “green” here is used in a figurative way which carries the meaning inexperienced.

Although figurative language is used in all genres of literature, however, it is in poetry that figurative language can be found the most. Good poets pack worlds of meaning into the lines in their poems. These poetry lines evoke images, emotions, thoughts, memories and awaken the senses of those who read the poem. Poets use figurative language to make their work effective, persuasive and impactful. These poetic devices add beauty, variety and force to words - they make poetry come alive with intensity.

Figurative language can appear in multiple forms with the use of different literary and rhetorical devices. In this unit you will cover the following figures of speech: simile, metaphor, personification, hyperbole, onomatopoeia, assonance and so on.

#### Figurative Languages

##### 1. Simile

A **simile** is a figure of speech that makes a direct comparison, it shows similarities between two different things – it draws resemblance with the help of the words **like** or **as**. You can find simile examples in our daily speech.

**Simile** is a way to add interesting comparisons in the poem, not only to adorn the beauty of the composition, but also to make the lines more expressive and understandable. In simile, comparisons are made using **like** or **as**. For example, **her laughter was like a babbling brook**. This is another important, but optional element of poetry.

We often hear people say things such as:

Paul really is as slow as a snail.

(Snails are notorious for their slow pace and here the way Paul moves and does things is compared to that of a snail. The use of **as** helps to draw the resemblance between two different things: Paul and the snail. Similes make it easier for readers to envision the ideas of an author.)

Some people might think that simile is found only in poetry, however, without knowing it we The Bible is by far the most influential literary work in Western society. And, like every example of literature, the Bible utilizes literary and rhetorical devices. Simile is one of the most common literary devices used by The Bible, and we have gathered a list of



10 visionary examples of simile so that you can learn to identify this device and see how it functions in The Bible.

An example of poem using simile

### **Flint**

by Christina Rossetti

An emerald is as green as grass,  
A ruby red as blood;  
A sapphire shines as blue as heaven;  
A flint lies in the mud.  
A diamond is a brilliant stone,  
To catch the world's desire;  
An opal holds a fiery spark;  
But a flint holds a fire.

## **2. Metaphor**

**Metaphor** is one another way used to include interesting comparisons in a piece of poetry. Here, the comparisons are much more complex than the simple **like** or **as** of simile. For example, while expressing himself as a vibrant and happy go lucky personality, the poet may compare himself with a rainbow. A poet may or may not use this element in his or her poetry.

### **Metaphor**

Metaphor is a figure of speech which makes an implicit, implied or hidden comparison between two things or objects that are poles apart from each other but have some characteristics common between them. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics.

In simple English, when you portray a person, place, thing, or an action as being something else, even though it is not actually that something else, you are speaking metaphorically.

For example:

He is the black sheep of the family.

It is a metaphor because he is not a sheep and is not even black. However, you can use this comparison to describe an association of a black sheep with that person. A black sheep is an unusual animal and typically stays away from the herd, and the person you are describing shares similar characteristics.

## **3. Personification**



Personification is a figure of speech in which a thing, an idea or an animal is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings.

For example:

The sky weeps.

(In this example, we are giving the sky the ability to cry, which is a human quality. Thus, we can say that the sky has been personified in the given sentence.)

Other examples:

Look at my car. She is a beauty, isn't it so?

The wind whispered through dry grass.

The flowers danced in the gentle breeze.

Time and tide waits for none.

The fire swallowed the entire forest.

You see from the above examples of personification that this literary device helps us relate actions of inanimate objects to our own emotions.

### **Personification Examples in Literature**

Example #1

Taken from L. M. Montgomery's **The Green Gables Letters**

"I hide me away to the woods—away back into the sun-washed alleys carpeted with fallen gold and glades where the moss is green and vivid yet. The woods are getting ready to sleep—they are not yet asleep but they are disrobing and are having all sorts of little bed-time conferences and whisperings and good-nights."

The lack of activity in the forest has been beautifully personified as the forest getting ready to sleep, busy in bed-time chatting and wishing good-nights, all of which are human customs.

Example #2

Taken from Act I, **Scene II** of **Romeo and Juliet**

"When well-apparelled April on the heel  
Of limping winter treads."

There are two personification examples here. April cannot put on a dress, and winter does not limp and it does not have a heel on which a month can walk. Shakespeare personifies the month of April and the winter season by giving them two distinct human qualities.

## **4. Anaphora**

This is one of the oldest literary devices, and dates back to religious texts such as the Psalms of the Bible. Anaphora is most commonly found in poetry, though it can be found in prose as well. Since anaphora uses redundancy to dramatic effect, editors of academic



writing and journalism would not approve of it. Thus, anaphora works against these more formal styles of writing and is used to create rhythm and emphasis in a poetic fashion. The term 'anaphora' originated from the Greek word meaning 'carrying back'. It can be defined as a repetition or a rhetorical device where the same word or phrase is repeated at regular intervals, which could be in the beginning or the middle of a line, a sentence or a clause. What results from this figure of speech is an undeniable stress on a certain word or phrase. A sort of parallelism is created when successive lines begin with the same word or phrase; this is similar to a litany (form of Christian prayer). The oldest use of these figures of speech and poetic technique can be seen in Biblical Psalms, the world's oldest religious and devotional poetry. Slowly, the Elizabethan and the Romantic writers began using the anaphora. William Shakespeare, Sir Philip Sidney, Edmund Spenser, Charles Dickens etc were all masters of this language. A literary tool, the anaphora, can be used in both prose and verse. They are commonly used to depict certain vivid and unusual themes of relevance. The powerful use of an anaphora adds variation, exaggeration, rhythm, emotion, beauty and colour to most works of literature.

### **Examples of Anaphora** **Tears, Idle Tears**

Tears, idle tears, I know not what they mean,  
Tears from the depth of some divine despair

by Lord Alfred Tennyson

The poem above says that tears which indicates deep sadness from the deepest part of a person's heart is hard to understand and explain.

### **Julius Caesar**

"And do you now put on your best attire?  
And do you now cull out a holiday?  
And do you now strew flowers in his way  
That comes in triumph over Pompey's blood? Be gone!"

by William Shakespeare

#### **Pompey's background**

Pompey is a great leader who was satisfied with the ideal of efficient and clean-handed administration and justice while Caesar became an opponent to him as Pompey rejected Caesar's ambition to be in position. Pompey was killed by a traitor who may be at that time is an ally of Caesar.

The poem titled **Julius Caesar** tells what Julius Caesar wants the people who would wear their mourning garment and those who will not celebrate with him and those who will throw



flowers when Pompey's body is brought back home. He said be gone as he does not want Pompey's supporters around that they may create an assembly against him. Be gone as their leader Pompey is already dead.

## 5. Alliteration

The word alliteration comes from the Latin word *latira* which means letters of the alphabet. This is because alliteration deals directly with the letters that comprise a phrase and the sounds the words make instead of the words themselves.

**Alliteration** is characterized by a number of words, typically three or more, that have the same first consonant sound which fall within the same sentence or phrase. It is typically used to create flow and to create onomatopoeia when someone is reading aloud, which is why it is often found in poetry and song lyrics.

Alliteration is a commonly used style of figurative language that most people don't even realize they are using! You probably didn't know when you were younger that you were constantly saying examples of alliteration. They were fun for you to say, which is why you didn't know what was happening. For example, the tongue twister "Peter Piper Picked a Peck of Pickled Peppers." This sentence is an example of the use of alliteration because the "P" sound occurs repeatedly in six words. That sound, while making the sentence a bit challenging to say, also creates a puckering effect on the reader's mouth, much like one would have after eating pickles. Note that words don't have to start with the same letters to have alliteration; it is all about the sound of the word.

Read through this list of alliterative tongue twisters and see if you can get through them without stumbling over your words. You must read them as fast as you can! Notice that there is a bolded letter repeatedly used in each line which indicates that alliteration is used them.

### **Peter Piper**

Peter Piper **p**icked a **p**eck of **p**ickled **p**eppers.  
A **p**eck of **p**ickled **p**eppers **P**eter **P**iper **p**icked.  
If **P**eter **P**iper **p**icked a **p**eck of **p**ickled **p**eppers,  
Where's the **p**eck of **p**ickled **p**eppers **P**eter **P**iper **p**icked?

### **Cookie Cook**

How many **c**ookies **c**ould a good **c**ook **c**ook if a good **c**ook **c**ould **c**ook **c**ookies?  
A good **c**ook **c**ould **c**ook as much **c**ookies as a good **c**ook who **c**ould **c**ook **c**ookies.

On a more serious note, many great speeches contain examples of alliteration. For example:

- "We, the people, declare today that the most evident of truths — that all of us are created equal — is the **s**tar that guides us **s**till; just as it guided our forebears through **S**eneca Falls, and **S**elma, and **S**tonewall"



— President Barack Obama, Inaugural Address

- “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”  
— Martin Luther King, Jr., I Have a Dream speech
- “Four score and seven years ago our fathers brought forth on this continent a new nation...”  
— Abraham Lincoln, Gettysburg Address

Alliteration is also often found in song lyrics as it lends to the flow of the song and helps the artist remember the lyrics. Here are some examples:

### Human Nature

Hear **h**er Voice  
Shake My Window  
Sweet **S**educing **S**ighs

by Michael Jackson

**Note:** The **s** sound that comes from **s**weet, **s**educing, and **s**ighs in a row creates a hushing sound that also forms alliteration. This alliteration does give deeper meaning to the lyrics, as the song is about forbidden love. Not that “Shake” is NOT included in the alliteration because, although it is an S, it does not make the same sound.

### The Raven

Deep into that **d**arkness peering, long I stood there wondering, fearing,  
**D**oubting, **d**reaming **d**reams no mortal ever **d**ared to **d**ream before;

by Edgar Allen Poe

**Note:** Edgar Allen Poe’s long and dark poem **The Raven** contains many examples of alliteration. He creates rhythm and musicality in the poem in many different ways, notably through rhyme and repetition. Alliteration plays a very large role in creating this rhythm as well, as the vast majority of the one hundred and eight lines in this poem contain some sort of repeated consonant sound. In this excerpt, Poe repeats the **d** sound in deep, darkness, doubting, dreaming, dreams, dared, and dream.

## 6. Assonance

**Assonance** is the figurative term used to refer to the repetition of a vowel sound in a line of text or poetry. Assonance takes place when two or more words close to one



another repeat the same vowel sound but start with different consonant sounds. The words have to be close enough together for the repetition to be noticeable.

For instance,

“Men sell the wedding bells.”

**Note:** The same vowel sound of the short vowel **-e-** repeats itself in almost all the words excluding the definite article. The words do share the same vowel sounds but start with different consonant sounds unlike alliteration that involves repetition of the same consonant sounds.

**Assonance** is used for some of the same reasons as alliteration. It can affect the rhythm, tone, and mood of a text. Tongue twisters often use a combination of alliteration (repetition of same beginning consonant sound) and two different forms of **assonance** - or the repetition of two different vowel sounds.

The repetition of certain vowel sounds-think short vowels sounds from the letters u or o-can create a melancholy mood.

Examples of Assonance:

1. The light of the fire is a sight. (repetition of the long i sound)
2. Go slow over the road. (repetition of the long o sound)
3. Peter Piper picked a peck of pickled peppers (repetition of the short e and long i sounds)
4. Sally sells sea shells beside the sea shore (repetition of the short e and long e sounds)
5. Try as I might, the kite did not fly. (repetition of the long i sound)

Examples of Assonance in Literature:

1. Edgar Allan Poe's **Annabelle Lee**:

"And so all the night-tide, I lie down by the side of my darling  
my darling-my life and my bride"

(repetition of the long i sound)

For the moon never beams, without bringing me dreams

Of the beautiful Annabel Lee;

And the stars never rise, but I feel the bright eyes

Of the beautiful Annabel Lee;

And so, all the night-tide, I lie down by the side

Of my darling--my darling--my life and my bride,

In her sepulcher there by the sea,

In her tomb by the sounding sea.

2. William Blake's **Tyger**:



"Tyger, Tyger burning bright  
In the forest of the night" (repetition of the long I sound)  
Tyger! Tyger! burning bright  
In the forests of the night,  
What immortal hand or eye  
Dare frame thy fearful symmetry

## 7. Euphemism

A euphemism is a polite or mild word or expression used to refer to something embarrassing, taboo, or unpleasant. Euphemisms are especially common in reference to bodily functions and illegal behaviour, and to substitute for curse words.

For example:

we use many words and phrases to refer to urination:

I have to use the little boys' room.

I have to go to the bathroom.

I have to see a man about a horse.

All of the sentences above are evasive ways of referring to the same thing - urination.

Euphemisms may be used to amuse, downplay the severity of a situation, or conceal the speaker's embarrassment about something. Euphemisms can develop over time to avoid having to say a particular word, though sometimes euphemisms themselves become taboo once they are closely associated enough with the offensive concept.

For example:

**toilet** sounds a bit crasser in American English than our current bathroom or restroom, however, it is not in non-American English.

### Types of Euphemisms

Within the definition of euphemism, there are many different sub-categories. Here are some of the different types of euphemisms:

**Phonetic modification:** We modify strong swear words or words that are not meant to be spoken lightly (i.e., God or Jesus) so that the new phonetic euphemism sounds very similar to the original, but just different enough so that it's inoffensive. Modifications may take the case of shortening the word or expression (Jeez, What the); intentional mispronunciations (shoot, shut the front door, dang, fudge); or using an acronym or one letter to represent the curse word (WTF, B-word, A-hole).

**Figures of speech:** Many euphemisms come in the form of different figures of speech. These may be ambiguous statements (let's do it, she's a piece of work); metaphors (make the beast with two backs, a visit from the stork, kick the bucket); or other understatements or comparisons.





**Colloquial speech:** Plenty of colloquial speech terms come to stand for taboo words or expressions. Since they can vary greatly from one region or country to the next, at times some expressions have very different euphemistic meanings. For example, in the USA, pissed means angry, whereas in the UK it means drunk.

### Common Examples of Euphemism

There are many hundreds or even thousands of examples of euphemisms that we use in everyday speech. Here is a short list of euphemistic expressions and the thing they refer to:

Euphemisms	Meaning
In a better place; pass away; meet your maker	to die
In a family way; with child; bun in the oven	to be pregnant
Riding the crimson wave; visit from Aunt Flo; period	menstruation
Three sheets to the wind; wasted; go on a bender	drunk

### 8. Hyperbole

Hyperbole, derived from a Greek word meaning **over-casting** is a figure of speech, which involves an exaggeration of ideas for the sake of emphasis. It is a device that we employ in our day-to-day speech.

For instance, when you meet a friend after a long time, you say:

“Ages have passed since I last saw you”.

You may not have met him for three or four hours or a day, but the use of the word **ages** exaggerates this statement to add emphasis to your wait. Therefore, a hyperbole is an unreal exaggeration to emphasize the real situation.

Another example is:

She cried a bucket of tears.

In this case the **bucket of tears** is exaggerated as one cannot produce really that amount of tears at once.

### 9. Onomatopoeia

Onomatopoeia is defined as a word, which imitates the natural sounds of a thing. It creates a sound effect that mimics the thing described, making the description more expressive and interesting.

For example:

The gushing stream flows in the forest.

It is a more meaningful description than just saying, The stream flows in the forest. The reader is drawn to hear the sound of a **gushing stream** which makes the expression more effective.



In addition to the sound they represent, many onomatopoeic words have developed meanings of their own. For example, whisper not only represents the sound of people talking quietly, but also describes the action of people talking quietly.

Onomatopoeia refers to a word that phonetically mimics or resembles the sound of the thing it describes. For example, the words we use to describe the noises that animals make are all onomatopoeic, such as a dog's bark, a cat's meow, or a cow's moo.

## 10. Oxymoron

An oxymoron is a figure of speech in which two seemingly opposing and contradictory elements are juxtaposed. Oxymoron, plural oxymora, in which two opposite ideas are joined to create an effect.

The word oxymoron is in itself an oxymoron. It comes from the Ancient Greek word oxymoron, a compound of the words **oxus**, meaning sharp or keen and **moros**, meaning dull or stupid. Therefore, it means something akin to wise foolishness.

Oxymora are often pairs of words, such as:

- the adjective-noun combinations

For example:

a new classic  
a big sip

- a noun-verb combination

For example:

the silence whistles.

The common oxymoron phrase is a combination of an adjective preceded by a noun with contrasting meanings.

For example:

cruel kindness  
living dead  
Open secret  
Tragic comedy  
Seriously funny

However, the contrasting words or phrases are not always glued together. The contrasting ideas may be spaced out in a sentence.

For example:

In order to lead, you must walk behind.

### **Difference between Oxymoron and Paradox**

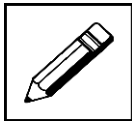
A paradox may consist of a sentence or even a group of sentences.

An oxymoron, on the other hand, is a combination of two contradictory or opposite words.



A paradox seems contradictory to the general truth but it does contain an implied truth.

An oxymoron, however, may produce a dramatic effect but does not make sense.



### Learning Activity 21



15 Minutes

**A. Identify the figurative language used in each of the sentences below. Write your answers on the blank spaces provided.**

1. The welcoming hands of the sunlight touched my shoulders, and I looked up.

\_\_\_\_\_

2. Her hair was a bridal veil around her face, shimmering, pale and still.

\_\_\_\_\_

3. I will count the stars for you.

\_\_\_\_\_

4. When we entered the small village, there was a deafening silence.

\_\_\_\_\_

5. The chirping of the birds is soothing.

\_\_\_\_\_

6. Many men mingled in the middle of the marsh...

\_\_\_\_\_

7. Some men wanted to catch the hen in the pig pen.

\_\_\_\_\_

8. Her voice is as magical as an angel.

\_\_\_\_\_

9. The leaves of the palm dance with the breeze.

\_\_\_\_\_

10. I feel the sadness of people left behind when I pass by that **resting place**.

\_\_\_\_\_

**B. Create a poem in any form using the figurative languages you have learned. Write your poem on the spaces provided for you.**



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**C. Identify the figures of speech used in the poems below. First, copy the line or lines of the poem that contains figurative language. Second, write the figure of speech used in the line or lines that you have copied. Write your answers on the spaces provided.**

1. From William Wordsworth's "**Daffodils: A host of golden daffodils**"

I wandered lonely as a Cloud  
That floats on high o'er vales and Hills,  
When all at once I saw a crowd,  
A host, of golden Daffodils;  
Beside the Lake, beneath the trees,  
Fluttering and dancing in the breeze

Lines from the poem:

---

---

Figure of speech used: \_\_\_\_\_

2. From Mariam Mababaya's **The Sun**

His smiles are like the sun  
Rising in the morning-  
Each time I see him I'd glow too.  
His whispers are like soft snowflakes falling  
But, so sadly, he reminds me of you...

Lines from the poem:

---

---

Figure of speech used: \_\_\_\_\_



3. From Paige's **Rose Painted**

If I were a rose painted black  
Would you cast me aside  
Like blackened, burnt rice?  
Would my color tarnish my sweet smell?

Lines from the poem:

---

---

Figure of speech used: \_\_\_\_\_

4. From J. Bumad-ong's **Bittersweet Memories**

From the deafening silence at dawn I remember  
How bittersweet the feeling from yesterday  
As I walked the path that led to where  
I see myself in the light of today.

Lines from the poem:

---

---

Figure of speech used: \_\_\_\_\_

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



## UNIT SUMMARY

In this unit, you have learned the elements of drama. Dramas are created for different purposes which helps reflect both the positive and the negative side of its subject. Sometimes, cultures are defined in a drama.

You have also learned about films: how films are made and why they are created. There are different genres and types of films and you were able to differentiate them according to their purpose and subjects. In many ways, films help educate people in the society.

Poetry was also tackled in this unit as it is considered one of the big parts of a society's culture. Many people put their thoughts and feelings in poems. Poetry comes in different forms, style and purpose. At most, poets use figurative languages to make their craft more artistic and expressive.

Congratulations for a job well done!



## UNIT 11.4 ANSWERS TO LEARNING ACTIVITIES

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### Learning Activity 1

1. She is worried because he might not have gotten on the plane or may have gotten off in Brisbane.
  2. It is because Kevin never went to Papua New Guinea.
  3. The problem was about the lizard skin and the betelnut that the custom officer removed from his kundu and bag.
  4. The prohibited items are the betelnut and the lizard skin.
  5. He does not understand because it was not explained to him and when he reached Australia, they speak pure English.
  6. Noho's dreams for Kevin was to bring him home because he already has prepared a pride price for him to marry.
  7. In Australia, they are supposed to be stable first before having children while in PNG, people get married and have many children who will soon make then stable.
  8. It shows that it is not for Australians because they have their own practices to follow.
  9. It is because in PNG, only black men carry cargo.
  10. He thinks that way because the custom officer did not check all his bags so other betelnuts were not confiscated.
- 

### Learning Activity 2

1. face the music
  2. raining cats and dogs
  3. let bygones be bygones
  4. it takes two to tango
  5. All bark and no bite
  6. let the cat out of the bag
  7. All bark no bite
  8. Throw in the towel
  9. Break a leg!
  10. find their feet
- 

### Learning Activity 3

1. It is the practice of gossiping.
  2. Yes, it is gossip in the workplace which leads to fights and misunderstanding.
  3. script, characters, setting, plot, spectacle and language as well as theme.
  4. No because it may destroy the reputation of the saloon or business.
-

**Learning Activity 4**

1. RSVP
  2. a.m
  3. p.a
  4. Et al.
  5. P.S.
  6. ASAP
  7. bonus
  8. RIP
  9. ASAP
  10. Jr.
- 

**Learning Activity 5**

1. frequent
  2. a feeling of pleasure
  3. to talk
  4. to guide
  5. being different
  6. something done without much care
  7. efficiency in production
  8. behavior
  9. passing from one end to another
  10. a group
  11. a place or position
  12. means
- 

**Learning Activity 6**

1. right
  2. unimportant
  3. to fly
  4. old
  5. without
  6. forget
  7. well or healthy
  8. live
  9. generous
  10. few
  11. rested
  12. remember
  13. calm
  14. weak
-



**Learning Activity 7**

A.

Nuclear family = It is composed of a single unit of family with only the mother, father and their own children living in a house.

Extended Family = A family composed of a nuclear family plus the families of their children living in one house.

Polygamy = A family where either the husband or the wife has several partners and they all live in one house.

Blended family = A family consisting of a couple, the children they have had together, and their children from previous relationships.

Lone Parent family = A family consisting of either the male or the female parent and the children.

B. (Answers may vary.)

Families in different countries have their similarities and differences. Papua New Guinea and western families are similar in some aspects such as having different types of family structure. Both also set family rules to follow and they take responsibility to raise their children as parents.

Differences are inevitable because of cultural aspects I believe. Papua New Guinea families allow their children to stay with their parents as long as they want to while in the west, children live on their own upon reaching the age of 18. Another is that PNG families value family ties which is opposite in the west.

---

**Learning Activity 8**

1. B
2. B
3. B
4. A
5. C
6. D
7. C
8. B

**Learning Activity 9**

B.

Culture is one of the good things that make a community; however, it becomes negative once people act in a corrupt manner. How can we make our community a better place is all

---



we do is tell the wrong information? Many say it is part of a society. However, gossiping is never a desirable act of a person.

I disagree with the young man's actions because he paved the way for gossip to be in his shop. It is improper to dip your finger into one's affair if you are not asked to but this man named Larry he even asked who the two kissing people were. His question is even wrong. For me, he should know the information first before he involves himself in a conversation.

His decision to start the gossip in his shop is a disgrace to a man. A man should be one who knows the limit of his tongue more than a woman although everybody has to be keen on being disciplined when it comes to speech.

As I have said at the beginning that culture is a pride to society, is a good aspect but when mixed with bad habits and actions, it becomes corrupted. Therefore, gossiping culture among men and women must be stopped as it destroys relationships and the ethical standing of a community.

### Learning Activity 10

- |    |  |   |
|----|--|---|
| 1. | 1. Speak their dialect<br>2. Live a simple life<br>3. Live their own tradition | 1. Speaks mix language (national language and English)<br>2. Live a busy and complicated life<br>3. They try to shun away from their traditions |
|----|--|---|
2. It is because of the influence of the white people.
  3. Many people from the villages feel intimidated when they come to the city. People in the city are becoming self-centered.
  4. They will be annoyed of the behavior of Sinob.

### Learning Activity 11

<b>Title: The Notebook</b>	
<b>Genre: Romance</b>	
<b>Factors that qualified it under such genre</b> 	<b>Write the plot of the film</b> 
<ul style="list-style-type: none"> <li>- This is mainly focused on the love story of two people in a relationship.</li> <li>- It is concluded nicely when the male and the female main characters ended up together after</li> </ul>	<p>At a modern-day nursing home, an elderly man, Duke, reads a romantic story from his notebook to a fellow patient.</p> <p>In 1940's Seabrook Island, South Carolina, Noah Calhoun is smitten with seventeen-year-old heiress Allie Hamilton after seeing her at a carnival, and they have a summer love affair. Noah takes Allie to an abandoned house that he intends to buy for them. Their sweet moments were</p>



---

being separated for quite a time.	interrupted by his friend Fin with the news that Allie's parents have the police looking for her. Allie was taken away from him but after many years of being separated, Noah rebuilt that old house and waited for her. In the end, Allie broke free and decided to stay with Noah. There in that house they continued their once disturbed relationship happily.
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**B.**

## Paragraph 1

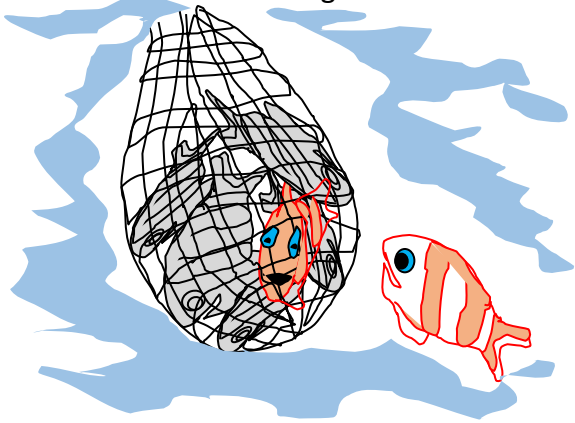
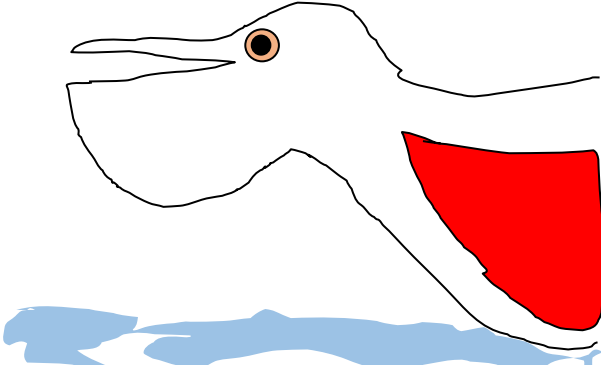
Foreign Film Title:     The Notebook    

This has shown that in the western countries, young men and women are very liberated even during those early times. It has also shown a matter of history where parents arrange marriages for their children which at present is not common as each child has the right to choose who to be with in a married status. Foreign films' cinematic strategies are much finer or more advanced as the techniques used are more refined.

## Paragraph 2

In the local short films I have watched, I have noticed that its movie industry is still young – not as refined as how foreign movies are created. I noticed that actors still do not act like what they are acting out is real. The effects are not that very convincing. Despite these, I can say that the director still is able to deliver his message or story through his or her movie.

**Learning Activity 12**

<p style="text-align: center;">Drawing 1</p> 	<p style="text-align: center;">Drawing 2</p> 
<p style="text-align: center;">Narrative</p> <p>It is part of the movie where the father is giving instructions to Nemo on what to do so that they can pull the fish net down however it did not work. At this point, Nemo asked help from his father but the father cannot do anything so he was fished.</p>	<p style="text-align: center;">Narrative</p> <p>This is where nemo found a creature that can help him out of the house. One who can carry him and the other fish out of the tank and can fly them to the sea.</p>

**Learning Activity 13**

A.


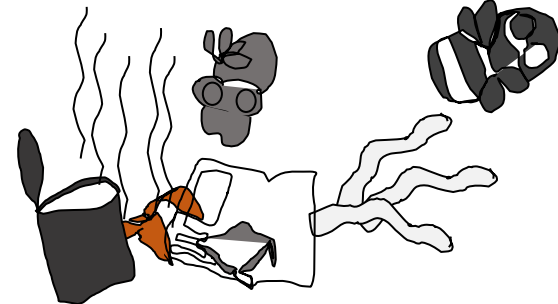
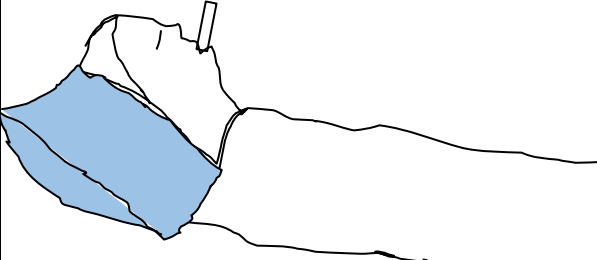
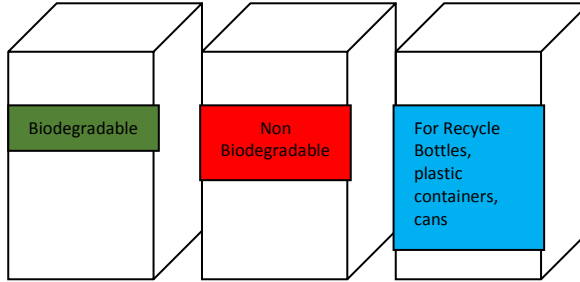
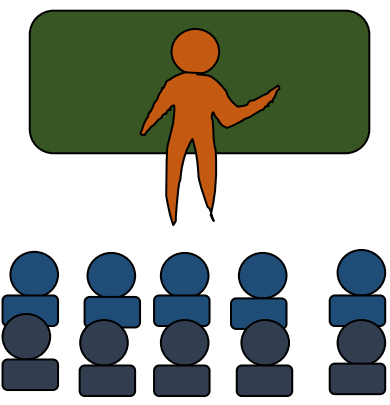
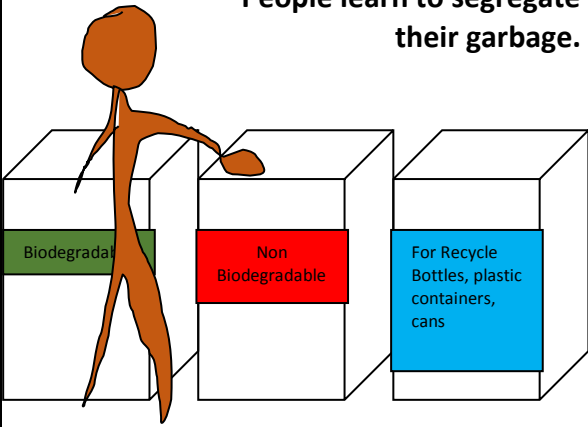
1. I talks about the rebellion of the people against mining.
2. The environment is destroyed and the people are being used.
3. It is a rebellion.
4. that is to put a gunboat block around Bougainville.
5. A group of armored civilians.

B. Summary

RTZ mining corporation has brought destruction to mother nature on the island of Bougainville and has done acts of abuse to its people. With these, they decided to stand up and hold hands together to put a stop to this environmental threat and abusive corporation. However, the country's supposedly people's protector became their enemy. The Bougainville Revolutionary Army then fought against PNGDF which in the end became successful as the people used their skill of survival. This is a real story of an eco-revolution that will impact all humanity around the world.

**Learning Activity 14**

Answers may vary.

<b>Subject of your Industrial film:</b> <u>Waste Segregation</u>	
<b>Scene 1</b> <b>Rubbish</b> 	<b>Scene 2</b> <b>Insects from garbage and bad smell</b> 
<b>Scene 3</b> <b>People get sick</b> 	<b>Scene 4</b> <b>Solution</b> 
<b>Scene 5</b>  <b>Educate people</b>	<b>Scene 6</b> <b>People learn to segregate their garbage.</b> 

**Learning Activity 15**

1. A coin
  2. at the pier at dusk
  3. They come from poor families
  4. It teaches a lesson that God would not leave those who seek.
  5. he is allowing the boy to dive into the water and get the coin.
- 

**Learning Activity 16**

A.

1. If dreams are gone, life will be like a broken wing, flightless.
  2. Success is gaining happiness in doing what is right.
  3. it is measured by one's achievement and the happiness he or she has.
  4. A book can take us lands away.
- 

B. This is just a sample answer. Answers may vary.

**The Free Bird and the Caged Bird**

The free bird leaps  
on the back of the wind  
and floats downstream  
till the current ends  
and dips his wings  
in the orange sun rays  
and dares to claim the sky.

But the city bird that stalks  
down his narrow cage  
can seldom see through  
his bars of rage  
his wings are clipped and  
his feet are tied  
so he opens his throat to sing.

The free bird thinks of another breeze  
and the trade winds soft through the sighing trees  
and the fat worms waiting on a dawn-bright lawn  
and he names the sky his own.

But a caged bird stands on the grave of dreams  
his shadow shouts on a nightmare scream  
his wings are clipped and his feet are tied

---



so he opens his throat to sing  
The caged bird sings  
with a fearful trill  
of things unknown  
but longed for still  
and his tune is heard  
on the distant hill  
for the caged bird  
sings of freedom.

---

**Learning activity 17**

1. Dramatic
  2. Narrative
  3. Dramatic
  4. Lyric
- 

**Learning activity 18****Sample answer only**

1. New Guinea is a land where many things can be found. Some could be things unexpected.
  2. We always go back to where we came from even we already have gained our dreams in life for it is where we began. If there is no good beginning, then there will be no good ending.
  3. Each one of us has his or her own characteristics that define who we are.
  4. When we are distant from the ones we love; it is nature that consoles us. Nature is there for us to tell what we feel.
- 

**Learning activity 19**

- A.
1. haiku
  2. Quatrain
  3. Cinquain
  4. Couplet
  5. Quatrain
- B. Answers may vary
-

**Learning Activity 20**

1. The drum signifies their preparedness in battle.
  2. Answers may vary.
  3. It is to display their strength.
  4.
    - a. black and red means war
    - b. tomorrow means the day of battle
    - c. beach shall chew betel nut means that blood will be shed.
- 

**Learning activity 21****A.**

1. Personification
2. Metaphor
3. Hyperbole
4. Oxymoron
5. Onomatopoeia
6. Alliteration
7. Assonance
8. Metaphor
9. Personification
10. Euphemism

**B.**

1. Line from the poem: A host, of golden Daffodils;  
Figure of speech used: Assonance
  2. Line from the poem: His smiles are like the sun  
His whispers are like soft snowflakes falling  
Figure of speech used: Simile
  3. Line from the poem: If I were a rose painted black  
Figure of speech used: Metaphor
  4. Line from the poem: From the deafening silence at dawn I remember  
How bittersweet the feeling from yesterday  
Figure of speech used: Oxymoron
-





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## GLOSSARY

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### A

Adoptable – able to adjust to new conditions or environment, flexible

Adulterated – being mixed with other characteristics that made something either weaker or stronger

Aggregate – forming a new thing by combining several separate elements

Animation – The technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the film is shown as a sequence.

### C

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

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.

Counterparts – a person or thing that has the same function as another person or thing in a different place or situation

Crasser – a comparative term describing a person who is showing insensitivity or no intelligence

### E

Elements – important quality/feature that has a need.

Embedded – something that attached or fixed into something

Encompass – to cover or surround, to have smaller things part of bigger things

Enunciation – the act of pronouncing words

Ethical – it has something to do with the moral principles or a person, relating to what is morally right or wrong

Exploited – state of being fully taken advantage of for the purpose of profit, a carefree utilization of something for money or profit

Exposition: is the “who, when, where and what” part of the play.

### F

Form – something that takes the form of a particular thing and expressed in a particular man.

Funny – being able to make you laugh or smile.

### H

Hilarious – extremely funny.

### I

Inevitable – unavoidable, inescapable, or something that is certain or sure

Intensity – refers to the power, strength or concentration of something

**J**

Journey – the experience of changing or developing from one state of mind to another

Language – (in drama) the particular manner of verbal expression, the diction or style of writing, or the speech or phrasing that suggests a class or profession or type of character.

Juxtapose – to place or put things together in order to create an interesting effect

**M**

Melancholy – a feeling of intense sadness without clear cause

Minimal – of a minimum or smallest amount, quantity or degree

**P**

Parody – an imitation of the style of a particular writer or genre for comic effect

Peculiarity – a strange or unusual feature or habit

Phenomenon – a fact or situation that is observed to exist or happen especially something that requires explanation

Physical – Relating to body

Pragmatism – a reasonable and logical way of doing things or of thinking about problems that is based on dealing with specific situations instead of on ideas and theories.

Precinct – an area designated for a particular or restricted use or purpose

Prevalent – being widespread in a particular area or time

Psyche – refers to the human soul, mind or spirit

Psychological – relating to the mind.

**Q**

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

**R**

Redundancy – the act of being not or no longer in use or needed

Resonation – the act of producing a sound with vibration that resounds in the air

Rhetorical – asking in order to produce an effect or to make a statement

Rivalry – A competition of the same objective or of the same field

**S**

Sound – Pronouncing a letter clearly.

Spiritual – Relating to people's deepest thoughts and beliefs and physical surroundings

Stanza – refers to a verse of a poem.

Spontaneous – a voluntary act, an act performed without being forced nor planned

Story organization – beginning, middle and end.

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

Subtle – something that is not easy to distinguish, recognise or describe



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

**T**

Theme – the basic idea of a play; the idea, point of view, or perception that binds together a work of art.

Tranquility – the state of being calm or at peace

Trauma – a deeply distressing or disturbing experience

Trivial – something of little worth or importance

Turbulent – very violent and not controlled

**V**

Verse – the same as stanza



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## FODE PROVINCIAL CENTRES CONTACTS

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## FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language& Literature
	2. Mathematics - Mathematics A / Mathematics B
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

### REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified. Your Provincial Coordinator or Supervisor will give you more information regarding each subject and course.

### GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics A/B	Mathematics A/B	Mathematics A/B
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

**Notes:** You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

### CERTIFICATE IN MATRICULATION STUDIES

No	Compulsory Courses	Optional Courses
1	English 1	<b>Science Stream:</b> Biology, Chemistry, Physics
2	English 2	<b>Social Science Stream:</b> Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

### REMEMBER:

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