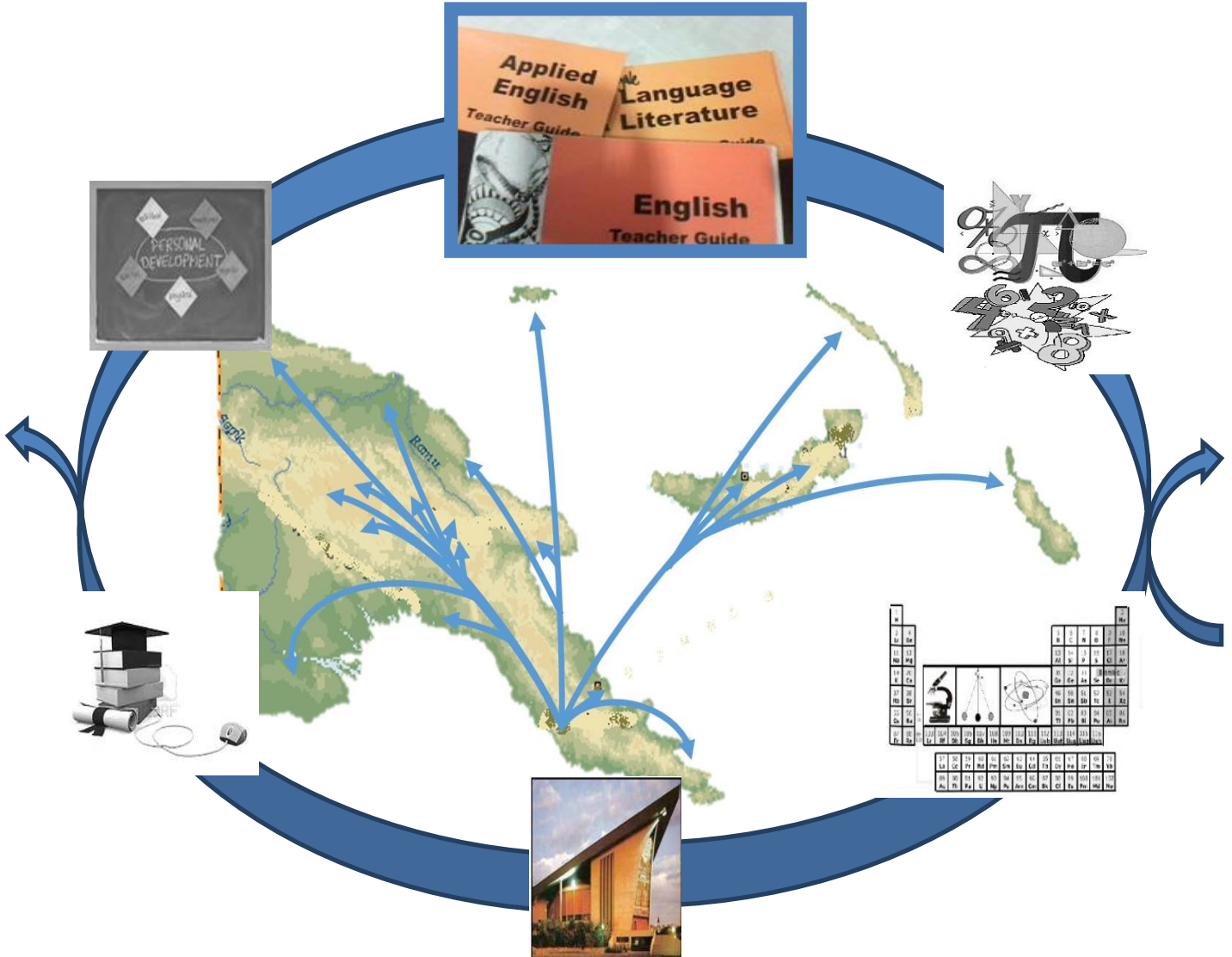




**DEPARTMENT OF EDUCATION  
GRADE 12 LANGUAGE LITERATURE COURSE  
MODULE UNIT 12.3**



**FODE DISTANCE LEARNING**



**PUBLISHED BY FLEXIBLE OPEN AND DISTANCE EDUCATION  
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## **GRADE 12**

### **LANGUAGE AND LITERATURE**

#### **COURSE MODULE**

**UNIT 12.1 LIFE STORIES 1**

**UNIT 12.2 LIFE STORIES 2**

**UNIT 12.3 WRITER'S WORKSHOP PART 1**

**UNIT 12.4 WRITER'S WORKSHOP PART 2**



## ACKNOWLEDGEMENT

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**DIANA TEIT AKIS**  
PRINCIPAL

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## SECRETARY'S MESSAGE

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

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

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

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

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

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

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

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

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

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

**DR. UKE KOMBRA, PhD**

Secretary for Education





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



**Reading Activity**



**Listening Activity**



**Time Frame**



**Speaking Activity**



**Vocabulary  
Activity**



**All other Learning Activities**



## UNIT 12.3 WRITERS WORKSHOP PART 1

### UNIT INTRODUCTION

Writing is generally a hard task for students who used to write in their mother tongue and eventually shifting to writing in the English language. Students are required to develop their writing skills and many of them acquire such skill laboriously. They are required to use the language on a regular basis through different techniques such as writing diaries, journals, or any daily notes they can do to enhance their writing skill. As their writing skill progresses, this becomes an advantage for other subjects whenever written assignments are required (examples are in History, Geography, Business Studies, Economics).



**Writing** is a skill that develops in time. Therefore, it is a process that if honed, the student can produce a text that can be clearly read and understood. According to Coulmas (1999:560), writing is a way of representing language in visual or tactile form. Writing system use sets of symbols to represent the sounds of speech, and may have symbols for such things as punctuations and numerals. **Writing System** is a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which the words are encoded in the writing system.

**Tactile** is included in consideration of the cases of the visually impaired learners who use Braille system in putting their thoughts into writing. Writing may function **literally** and **symbolically**. **Literally** as it represent the actual language's meaning and **symbolically** as they may represent cultures, people, thoughts and feelings.

It is a task that requires ability to put thoughts and information together logically, coherently and cohesively applying all technicalities of language with efficiency.



### LEARNING OUTCOMES

At the end of this unit you should be able to:

- Use conventions of the English language across a variety of genres for different purposes and audiences
- Analyse techniques, structures and conventions in order to apply language purposely and effectively
- Write an effective paragraph with a specific purpose
- Evaluate the techniques of media influencing opinion on a range of social and cultural issues
- Create imaginative and functional texts in a variety of literary, visual and electronic forms and conventions.



## 12.3.1 CREATIVE AND REFLECTIVE WRITING

### 12.3.1.1 Creative Story Telling

**Recount** is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates it from narrative.

A recount is like telling what one has experienced sometime in the past about his/her life, adventures, and journeys without straining readers with conflicts or problems encountered by the character of the story.

#### Structure of a Recount

1. **Orientation** – This gives the introduction of the participants involved in the recount, the place and the time which gives the reader the idea of the setting of the recount.
2. **Event** – This portion gives a description of the series of events that happened. The events unfold following a sequential order.
3. **Reorientation** – It is an optional part where the writer states his/her personal comment as a form of concluding/ending the text.

A recount follows a certain structure; it also has its own elements that make it different from other literary pieces. One of the elements is the use of the past tense; however, in the informal anecdotal storytelling, the present tense can be used. Another element is that events being recounted have a chronological order. In this element, temporal connectives are commonly used such as then, next, first, later on, just before, at last, meanwhile, while, etc. The third element is that the subject of the recount usually is focused on an individual or a group. In this case, third person is used.

For example: They danced gracefully on stage.

Personal recounts are the most common type of recount and it is the first person that is being used.

For example: First person: I drove to the beach early that foggy morning.

Part of the language used in recounts is the use of statements in the passive voice.

For example: The dance was gracefully performed.

#### Recounting events

There are different types of recounts and they are as follows: personal recount, historical recount, factual recount and imaginative recount.



Personal recount are texts that retells or reconstructs the writer's own experiences through the writing or telling of events and incidents of the writer's own life. Diaries and autobiographies are examples of personal recounts. Diaries are records of daily events, and their feelings and thoughts on that particular day and are usually dated. On the other hand, autobiographies tell the story of a person's life in a chronological order. An example is an autobiography written starting from birth, to childhood up to the rest of the writer's own life.

Historical recounts have the purpose to inform the people on historical events.

Factual recount consists of records of events or incidents. A good example for this is a recount on the events that took place in a science experiment or a report done by a police officer on a crime.

An imaginative recount is another. This kind of recount is invented by the writer. An example could be an experience with the fairies in the forest.

Recounts do not consist of conflicts or struggles since they relay series of events in the past.



### Learning Activity 1:

**Below is an example of a recount that you will read in order to have a better grasp of the definition of a recount. After reading, answer the comprehension questions that follow.**

#### Vacation to London

Mr. Richard's family was on vacation. Mr. Richard, his wife and their two sons went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.



London Bridge



On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

The two-week vacation in London went by fast. At the end of the 14-day holiday, they were quite tired but they felt very happy.



The Mall, southwest towards Buckingham palace.

Let's test your understanding!

1. What were the first things Richard's family did before they travelled to Britain?

---

2. What is fourteen day tour comprised of?

---

3. Which plane carried them to Britain?

---

4. How long was the flight?

---

5. How was the flight and the crews described?

---

6. Describe the hotel in one or two words.

---

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

You will now write a recount in the activity below.





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

### **How does a recount differ from a narrative?**

The easiest way to catch the difference is analyzing the generic structure. Recount text presents the past experiences in order of time or place; what happened on Sunday, then on Monday, then on Tuesday. In simple way, recount describes series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. On the other hand, narrative introduces crises and how to solve them. Narrative text always appears as a hard portrait of participant's past experience. It reveals the conflict among the participants. Example of such is Cinderella's conflicts with her step mother and sister. The conflict is the most important element in a narrative text. Narrative without conflicts is not narrative any more.

**Storytelling is the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience.** A central, unique aspect of storytelling is its reliance on the audience to develop specific visual imagery and detail to complete and co-create the story. **Storytelling is a process, a medium for sharing, interpreting, offering the content and meaning of a story to an audience.** Because storytelling is spontaneous and experiential, and thus a dynamic interaction between teller and listener, it is far more difficult to describe than is the script and camera directions of a movie, or the lines and stage direction notes of a play. Storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

Here then, at the most introductory level of definition, and in no particular order (because there is no order), are the Six Core Competencies of Successful Storytelling:


1. **Concept**—the idea or seed that evolves into a platform for a story. Best and most empowering when expressed as a “what if?” question. The answer leads to further “what if?” questions in a branching and descending hierarchy, and the collective whole of those choices and answers becomes your story.
2. **Character**—don't leave home without one. Every story needs a hero. We don't need to like them (contrary to what your high school composition teacher told you), but we do need to root for them.
3. **Theme**—yes, it's like putting smoke into a bottle, but it can be done. Not to be confused with concept, theme is what your story is illuminating about real life.



4. **Structure**—what comes first, what comes next, and so forth...and why. And no, you can't just make it up for yourself. There are expectations and standards here. Knowing what they are is the first step toward getting published.
5. **Scene execution**—you can know the game, but if you can't play it well you can't win. A story is a series of scenes with some connective tissue in place. And there are principles and guidelines to make them work.
6. **Writing voice**—the coat of paint, or if you prefer, the suit of clothes, that delivers the story to the reader. The biggest risk here is letting your writing voice get in the way. Less is more. Sparingly clever or sparsely eloquent is even better.

### Elements of Creative Story

by Paul – an expert in the fiction writing-general (source= [fiction-writing.yoexpert.com](http://fiction-writing.yoexpert.com))

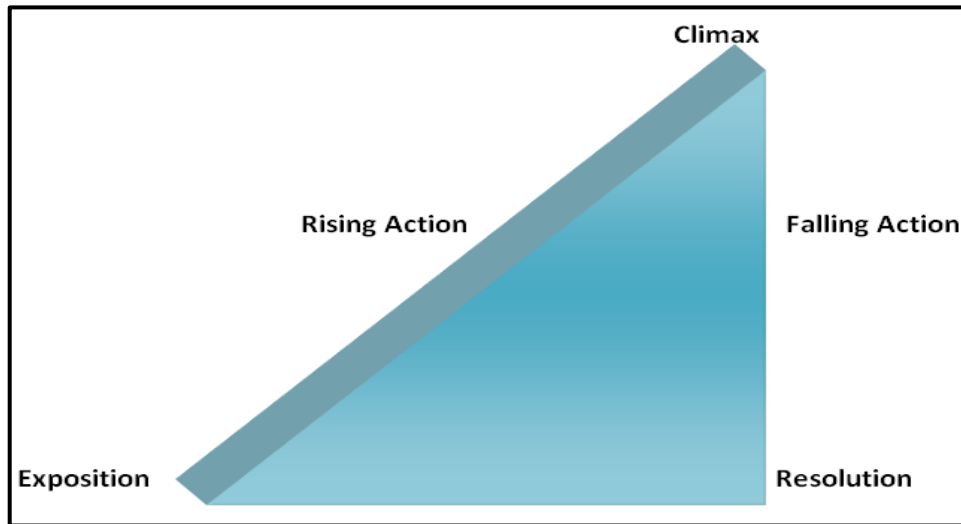
1. **Theme** – This is the simple statement of what the story is all about. Example: love hurts, people fighting against change, or believing in yourself. 
2. **Plot** – A literary term used to describe the series of events that form a story (Merriam Webster's Dictionary) "According to Elizabeth Gordon, editor in chief of Harper Junior Books, a plot is the skeleton of a book, character development its flesh and blood, and style is its heart."

### Parts of a plot

- a. **Introduction/Exposition.** This part of the story contains the background information a reader must understand in order to know what is going on in the story. This also gives the reader an initial idea of what the story is all about.
- b. **Rising Action.** This contains events (conflicts) that occur when the main character tackles the problem. It is where the level of excitement and suspense build.
- c. **Climax.** This is the most exciting part of the story where the emotion is at its highest intensity. It is a part where the main character comes face to face with the problem.
- d. **Falling action.** It is a part of the story that follows the climax. It is where everything begins to get back to normal even though in some cases the problem isn't really solved.
- e. **Resolution/Denouement.** This refers to the last part of a story or a novel where everything is settled or made clear. This brings the story to an end.



Study the diagram showing how the series of events unfold in the plot below.



### 3. Setting

It refers to the place and time. Is it hot, cold, raining, and windy? Are the leaves changing colors, are they falling from branches, and are the plants starting to grow, are people going to the beach, is the character under thick canopy of trees? These questions on where and weather, can play important roles in a story if they are used.



### 4. Conflict

The basic conflicts are man against external force like society or circumstance or some other character, and internal conflict which is man against himself. Conflicts in a story make it exciting and alive. These show the problems and struggles encountered by the characters especially by the main character of the story.



### 5. Characters

These are the people living in your head. What do they look like? What do they do and what won't they do? How do they act around others and how others react to them? What language do they have or use? A brief history of the characters is given before the story begins.

6. **Point of view** – this refers to who is telling the story. Is it the main character or is it someone talking to the reader? Then first person pronouns like I, me, we are used. If the narrator is an omniscient voice; a voice that knows everything uses the third person point of view like she, he, they, it. Consistency of point of view is important so once you decide to which point of view, stick to it.



Below is a story of an African woman told from the point of view of a child. You will notice that there is a highlighted column on the left side which contains phrases that describe the parts of the story in terms of elements used by the writer. This also contains labels which will help you identify which part of the story indicates the theme, the conflict and so on.

### The Lion Sleeps Tonight

By: Egyirba High

Attention grabber/song	In the jungle The mighty jungle The lion sleeps tonight...
First person point of view	Eloise Carter wasn't my blood relative. She was just Aunt Eloise.  In the jungle The mighty jungle The lion sleeps Tonight.  She was the odd one.  A weema way, a weema way A weema way, a weema way A weema way, a weema way A weema way, a weema way
Conflict	At least that's what the folks wanted us to believe – that Aunt Eloise was crazy or something.
Character developed	Bright orange or yellow craftans flowing, purple and brown and green turbans sitting stately upon her head. She was regal. Her face was not extraordinary, but bathed and dressed in Africa, she was exquisite. She was all Africa. She was out of step. She embarrassed them.
Setting/Sensory images Flashbacks	Sometimes, after church on Sundays, we'd go to her home. I remember nice smelling something good in the kitchen and then jumping back ten feet when I peeked in and saw a large cow tongue in the pot. I grabbed my throat and wondered how painful it must be not to be able to talk.  Then there was the time when she cooked hogshead cheese. I looked at the finished product and tried to figure out what the head of the hog must have looked like.
Characters	"Go on and taste it."



developed/  
Dialogues

“It looks ughh, Aunt Eloise.”

“Come on, take this little, bitty cracker and put some cheese on it, just a little itsy-bitsy.”

I looked at her intently to see if she was serious. Her face bore a deadpan expression.

Sensory detail

“Okay, just a little.” My mouth turned up, imagining the worst as I bit into the jelly-like substance.

“It’s still ughh.”

Characters  
developed/ actions  
and dialogues

And peals of laughter came bellowing out of her mouth.

“Well, good, then. More for me.”

“You can have it.”

End of flashback/  
background details

“You know Michelle, that’s how Negroes had to survive in slavery times – with what they had.”

Those conversations happened on her more subdued days. She was a teacher and always teaching me and my sisters when we came to visit. But the most curious, exciting parts had to do with African dancing.

Sensory details

Aunt Eloise would sit and chat for a while and then, as if by cue, she would glide over to the record player. This was the signal that there was about to be a show. Stef or Lisa would giggle, “Uh oh, she’s getting ready to start,” and I’d turn towards the grownups or catch their reactions. Mama and Daddy would sigh a big here-we-go again sigh, and the voice of Mirriam Makeba filled the room.

She danced. My sisters, Stefanie and Lisa, stood by and watched her with great curiosity. None of us had ever seen dancing like it before, and nobody did it except Aunt Eloise.

All the time the music played, Aunt Eloise danced. And danced. And then as she danced, she remembered us.

“Come dance girls.”

Conflict building

Timidly, Stef and I would get behind her and try to copy her steps. Lisa hid in the corner.

The grownups, Mama and Daddy, her husband, Uncle John, and their daughter, Brenda were always ashamed.



Dialogue/feelings  
and plot details

“Woman, sit down. Don’t nobody wanna see all the spook stuff.”

No response.

“Eloise, come on over here and talk to your company. You can’t leave these people just sitting here.”

Sensory images

Still no response. Only the beat of drums growing louder in the room as the silence of the discomfort grew, and Uncle John quit trying to reason with his wife. He’d look back at Mama and Daddy, and then they’d play the eye game, which was also known as the what-can-I-say-you-know-how-she-is look.

Dialogue/character  
development and  
background

Mama would pick up his cue, glance back at Uncle John with “I-know-but-you-have-to-let-her-be,” while my daddy just grunted, to no one in particular, his feelings of disgust. Brenda, who has no patience with her mother’s shenanigans, would sigh loudly, turn on her heels, and walk quickly out of the room.

“Ahwoo! Ahwoo! Ah! Ah! Uhn! Ah! You have to feel it, Michelle. Feel the beat. See the drummer playing there. Feel it. You can see the blood spilled across centuries. Feel and know all things.”

Description/  
Images

Dancing, bending and stretching to the earth, her right foot touched down, and she’d swoon in place. Then her left foot, her body yielding to African gods. Somewhere inside I knew it wasn’t really funny. I felt awkward trying to dance. Something stirred in me though it would not be named. I would dance with her until I became conscious of the stares again and the silent reprobation would stop me cold.

Complication/  
suspense

Climax

Confused, I’d look back at Aunt Eloise, who never stopped dancing. She had greeted ‘Legba and was now possessed by Yemaya. Or caught up in Oshun. I wasn’t sure. I wanted to know ... to dance...but they were looking. Their stares would reach into my awkwardness. And I’d freeze, aching to go where she was. Then suddenly, the drumming ended.

Setting/character  
development

Even when the music stopped the feeling didn’t, Aunt Eloise with new gusto would go on talking about Africa, the beauty of Black people, how Cleopatra was Black and Elizabeth Taylor could only wish she was. She immortalized our heroes in the poems she wrote, and her stories left me curious and hungry for more. The walls were covered with pictures of Benjamin Bennecker, Joe Louis, Phillis Wheatley, Mary McLeod Bethune, Jesse Owens. On every spare shelf were African carvings of animals, goddess and



Direct explanation,  
narrator

Resolution

Theme expressed

Sensory images

gods.

“Michelle, did you know that Charles Drew invented blood plasma?”

“No Aunt Eloise.”

“He did. And guess what?” she’d say, pointing to his picture on the wall. “He died needing blood, because he was turned away from a white hospital.”

“Ohhh.” I’d nod my head, not because I knew this but as a sign for her to go on. I was young and overwhelmed by the essence of her. She was ambrosia to my spirit, ever sustaining her image by the charms and magic she brought to my life. She whirled endlessly in her dreams. I drank of her. I tasted her. I savored her.

Aunt Eloise wasn’t crazy. She was a sleeping lion ready to spring on cue to the moment. She was life and she was music. We only had to wonder. She knew and hoped we’d care. It was years later, after her death, that I realized I had received her legacy of love. She gave me Africa, and I love it passionately. When I hear her notes now, I sing her praises loudly, skin oiled in red earth, body dressed in the blackness of my people, soul moving to the rhythms of talking drums. She smiles, my ancestor, placated by my gifts, and returns to her throne, content, awaiting her invitation to the next celebration of life.



### Learning Activity 3

Let’s test your understanding!

1. What is the effect of telling the story from Michelle’s point of view and not Eloise’s?  
\_\_\_\_\_
2. What is the main conflict in this story that also starts the plot? Is it an external conflict or an internal one?  
\_\_\_\_\_
3. From the dialogues in the story, how does the writer let you know what Michelle is like?  
\_\_\_\_\_



4. One theme of the story is labeled on the last page of the story. Find other messages or theme aside from the one identified and give a brief explanation.

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5. Are all the elements of short story used in the same strength or one seems stronger than the others? What has the writer done to make these elements stand out?

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



**Learning Activity 4**

**Read and follow the instructions in the box below. Write your story on the space provided.**

Write a story that ends with  
“... he was handcuffed as the crowd sat silent in the room after the verdict  
was read.”

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### 12.3.1.2 Descriptive Essay Writing

#### What is description?

Before having fully understood what descriptive essay writing is, key terms must be well understood first such as the term description. "Description" means the use of words to represent the appearance or nature of something. The use of descriptive words was clearly expressed in the lines below that were taken from Patrick Rothfuss's **The Name of the Wind**.



Ranchers leading the horses downhill.

"Using words to talk of words is like using pencil to draw a picture of itself, on itself..."

(The Kingkiller Chronicle, #1)

A Descriptive essay contains descriptions that will lead the reader to see the picture of the subject matter or the picture of an object through the power of imagination. If descriptive words are used, readers tend to imagine how a thing may look like, its condition and its nature. Being specific is a very important ingredient in writing descriptive essays. Instead of saying "I entered a house" say "I entered a century old brick house". In this way, the reader can easily imagine what kind of house it is. Follow this way of describing people, things, places, events, and emotions.

#### The following are examples of descriptive text:

- The sun filled the sky with its golden rays setting the clouds in a golden blaze.
- The tall young bamboos danced with the wind as it blows.
- The old man was stooped and bent, his back making the shape of C and his head bent so forward that his bear would nearly have touched his knobby knees had he been a bit taller.
- The soft fur of the dog feels like a silk on my skin and its color glows in the bright light of the sun in the morning.

Observe the words used in the sample texts. All of them contain adjectives-a part of speech that leads readers to create pictures or images in their minds.

By using the suitable adjectives, you can easily help the reader have a clear view of the story or subject of your writing.

Writing a descriptive essay is no different from writing other types of essays. They have the same structure: the introduction, the body and the conclusion. The **introduction** should contain interesting lead that will capture their attention. One strategy is by using an anecdote that is related to your topic. For example, your topic is about a farm house then you can tell an anecdote about a farm house. Another can be telling a mystery about farm house. The introduction should have a thrilling content to hold the readers on until the last





word of your essay. Writing the **body** is the time where writers do their best to describe their topic and relate their experience to the readers as if it is their own story. In order to have an effective description, the writer must use detailed words to appeal to readers. The **conclusion** is a portion of the written piece where the writer wraps up the whole piece of writing and finishes the essay. Usually writing the concluding part is the trickiest however in descriptive writing, it would be better to conclude with something that will draw reaction from the readers, one that is encouraging.

### Elements of Descriptive Writing

1. **Sensory Description** – from the word sensory, this writing utilizes all the five senses (sight, sound, taste, touch, and smell) to allow the readers experience the same sensations as the characters in the story.

Example: A writer will describe a house made of logs by describing the make of the house, the smell inside and outside the house, the sound in the surroundings, the look of the house and the feeling when one is in the place.

2. **Figurative Language** – this is used to produce imagery by comparing the described setting or object to something else that the reader can easily visualize and associate in their mind. Metaphors are used when you wish to connect or compare things equally where similes are used or compare two objects while keeping them separated. Other forms of figurative language include: hyperbole which exaggerates an object to add effect. Puns add a humorous tone to words that have different meanings. Personification which takes an abstract object and relates to it as a person.

Examples: The sight of this place is a whirlpool that drowns my emotion into the deep darkness. (Metaphor)

I am lost for what this once vigorous forest has now become. It is as dry as the desert. (Simile)

Many people had shed blood and sweat to preserve nature but at a glimpse, it is now gone. I wonder, when nature fights back at us, can we survive? (Personification)

3. **Careful Organisation** – this is probably the most important part of descriptive writing. The writing needs to be organized with some sense of purpose. Organization may come according to the chronological order, importance, or in balance with the relations involved. Whichever way the writer presents the information, it must be well thought out, organized for the reader to easily follow and understand. Organisation of information needs practice to improve such ability.

Example, when you write in paragraphs, make sure that you discuss one idea at a time to avoid overlapping of information in a single paragraph. To show more

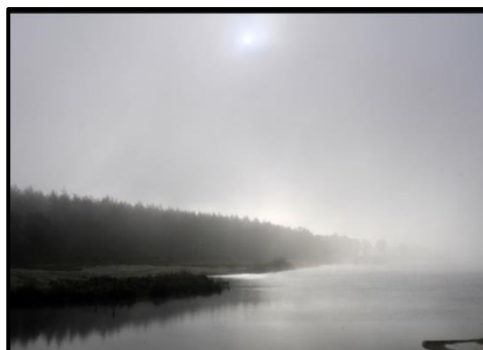


organisations, the use of transition devices is encouraged. Study the example below.

### Jamaica Inn

(An excerpt – by Daphne du Maurier)

“It was a *cold gray* day in *late* November. The weather had changed overnight, when a *backing* wind brought a *granite* sky and a *muzzling* rain with it and although it was now only a *little after two o’clock in the afternoon* the *pallor* of a winter evening seemed to have closed upon the hills, cloaking them in mist.”



The lake in a foggy winter afternoon.

Notice the italicized words. They all give vivid description which makes the reader have a good picture of the place or thing being described.

#### Suggestions in writing a descriptive essay

- ❖ Choose a topic or a person, a place or an experience that you know well and can describe with a strong impression.
- ❖ Determine a dominant impression and state it in a topic sentence.
- ❖ Decide a secondary purpose your paragraph might have such as entertainment or instruction.
- ❖ List as many details, sensory impressions and comparisons as you can to describe your topic. Use exact and vivid verbs, nouns, and adjectives.
- ❖ Organise your details, impressions, and comparisons in an order which establishes your dominant impression.
- ❖ Appeal to the readers’ senses, imagination, and emotions with use of vivid descriptive words.
- ❖ Revise your vividness and consistency of mood and make the description as clear as possible.



#### Learning Activity 5

Choose one of the subjects in bullets below and write a brief description. You have to apply the elements of descriptive writing and write your brief description in the space provided for you.

- A living room
- Your dream house
- A natural scenery in the country (PNG)
- Your favorite hang out
- A traditional wedding
- A traditional wedding





### Learning Activity 6

Read the example below and then answer the comprehension questions that follow. Write your answers on the space provided for you.

#### Komodo Dragon

Do you know what the largest lizard is? The lizard is called Komodo. It lives in the scrub and woodland of a few Indonesian islands.

Komodo dragon is the world's heaviest lizard, weighing 150 pounds or more. The largest Komodo

ever measured was more than 10 feet (3 metres) long and weighed 366 pounds (166 kg) but the average size

of Komodo in the wild is about 8 feet (2.5 metres) long and 200 pounds (91 kg) has a gray scaly skin, a pointed snout, powerful limbs and muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.



A Komodo dragon

The Komodo dragon's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria.

The bacteria that lives in the Komodo dragon's saliva causes septicemia or blood poisoning in its victims. A dragon will bite its prey, and then follow it until the animal is too weak to carry on. This lizard species is threatened by hunting, loss of prey species and habitat loss.

Let's test your understanding!

1. What is the largest lizard called?

\_\_\_\_\_

2. Where can we find Komodo dragons in Indonesia?

\_\_\_\_\_

3. How long and heavy was the largest Komodo ever measured?

\_\_\_\_\_

4. How do Komodo dragons find animal remains?

\_\_\_\_\_

5. Are these animals safe? Why?

\_\_\_\_\_



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

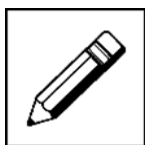
You will notice that describing words are used for descriptive texts. The next topic will give you clear insights on describing words which are called **adjectives**.

### The Adjective

**Adjective** is a word used to modify a noun or a pronoun.

To modify means 'to describe or to make more definite.' Adjectives describe a noun or a pronoun by telling what kind, which one, how many or how much something is.

<b>What Kind?</b>	<b>Ripe</b> apples, <b>blue</b> sky, <b>happy</b> family
<b>Which one?</b>	<b>This</b> book, <b>last</b> straw, <b>next</b> step
<b>How many?</b>	a student, <b>both</b> parents, <b>several</b> cues
<b>How much?</b>	<b>Some</b> news, <b>more</b> money, <b>enough</b> time, <b>less</b> trouble, <b>\$200</b> toy



### Learning Activity 7

Read each of the sentences below. Identify the adjectives and write them on the blank space provided after each sentence. Number one is done for you.

- The country's dollar reserve is insufficient. insufficient
- The tired and hungry hikers stopped in a slope to camp. \_\_\_\_\_
- He does not have enough money to travel around the world. \_\_\_\_\_
- He collected a little amount during the fundraising event. \_\_\_\_\_
- None of the participants passed the final test. \_\_\_\_\_
- She recited both the pledge to the country and the poem she wrote for the fallen.  
\_\_\_\_\_
- Few of the grade 12 students failed to get into university. \_\_\_\_\_
- I am carried away by the sophisticated ornaments I see at the hallway.  
\_\_\_\_\_
- According to biologists, this tree is already a hundred and twelve years old.  
\_\_\_\_\_
- I can hardly find the answer to the problem. Mathematics is really hard for me.  
\_\_\_\_\_

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

Adjectives are not only for descriptive essays but are commonly used in writing stories and poems to create a vivid effect to the reader. These words will help the reader imagine what the story is like, what kind of characters there are, how they feel, and what kind of place



and time do the characters live in. The next topic will be on creative writing where you will learn how to write your own story.

### 12.3.1.3 Creative Writing for General Themes

**Creative writing** includes short stories, novels, plays and poems and they take the form of fiction with imaginary characters, events and setting. Most short stories have a **general theme** - a main idea, or the central or universal idea that is shown throughout the story. Themes may relay message that brings love, healing, inspiration or awakening to the reader. An example of a general theme is 'class distinction' in the movie "Titanic" or 'innocence' in the story entitled "To Kill a Mockingbird". Some stories may also bring negative emotions but most writers write to give a positive impact to their readers. Stories are created to imply lessons in life about the theme they have and these are mostly from observations and conclusions about life. Also for some short stories, they are written mainly to entertain instead of relaying a message about life. Therefore, stories are written mainly to entertain and to relay a message or lesson in life.

Writing a story is narrating in a written form. The writer tells the events that unfold in a story and what the characters go through as the story progresses. A narrative contains conflicts, how the characters go through the conflicts and how they overcome them. It is much different from a recount because recount just tells the experience about a single or specific object or experience. It does not actually contain conflicts and characters' struggles.

Reading and understanding a short story can be a great help to begin writing. There are many writers who started studying different stories before they came up with their own great story.

Now attempt the following learning activity.



#### Learning Activity 8

**Read and understand the story below, then answer the comprehension questions that follow. Please note that numbers are written before each paragraph (paragraph number) to help you locate information/details you will need to answer some questions in the comprehension questions.**

#### A Day's Wait

By Ernest Hemingway

<sup>1</sup> He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

<sup>2</sup> "What's the matter, Schatz?"

<sup>3</sup> "I've got a headache."



<sup>4</sup> "You better go back to bed."

<sup>5</sup> "No. I'm all right."

<sup>6</sup> "You go to bed. I'll see you when I'm dressed."

<sup>7</sup> But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

<sup>8</sup> "You go up to bed," I said, "you're sick."

<sup>9</sup> "I'm all right," he said.

<sup>10</sup> When the doctor came he took the boy's temperature.

<sup>11</sup> "What is it?" I asked him.

<sup>12</sup> "One hundred and two."

<sup>13</sup> Downstairs, the doctor left three different medicines in different coloured capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

<sup>14</sup> Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

<sup>15</sup> "Do you want me to read to you?"

<sup>16</sup> "All right. If you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

<sup>17</sup> I read aloud from Howard Pyle's *Book of Pirates*; but I could see he was not following what I was reading.

<sup>18</sup> "How do you feel, Schatz?" I asked him.

<sup>19</sup> "Just the same, so far," he said.

<sup>20</sup> I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

<sup>21</sup> "Why don't you try to go to sleep? I'll wake you up for the medicine."

<sup>22</sup> "I'd rather stay awake."

---



<sup>23</sup> After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

<sup>24</sup> "It doesn't bother me."

<sup>25</sup> "No, I mean you don't have to stay if it's going to bother you."

<sup>26</sup> I thought perhaps he was a little lightheaded and after giving him the prescribed capsules at eleven o'clock I went out for a while.

<sup>27</sup> It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I fell twice, hard, once dropping my gun and having it slide away over the ice.

<sup>28</sup> We flushed a covey of quail under a high clay bank with overhanging brush and I killed two as they went out of sight over the top of the bank. Some of the covey lit in trees, but most of them scattered into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised unsteadily on the icy, springy brush they made difficult shooting and I killed two, missed five, and started back pleased to have found a covey close to the house and happy there were so many left to find on another day.

<sup>29</sup> At the house they said the boy had refused to let anyone come into the room. "You can't come in," he said. "You mustn't get what I have."

<sup>30</sup> I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

<sup>31</sup> I took his temperature.

<sup>32</sup> "What is it?"

<sup>33</sup> "Something like a hundred," I said. It was one hundred and two and four tenths.

<sup>34</sup> "It was a hundred and two," he said.

<sup>36</sup> "Who said so?"

<sup>37</sup> "The doctor."

<sup>38</sup> "Your temperature is all right," I said. "It's nothing to worry about."

<sup>39</sup> "I don't worry," he said, "but I can't keep from thinking."

<sup>40</sup> "Don't think," I said. "Just take it easy."

---





<sup>41</sup> "I'm taking it easy," he said and looked straight ahead. He was evidently holding tight onto himself about something.

<sup>42</sup> "Take this with water."

<sup>43</sup> "Do you think it will do any good?"

<sup>44</sup> "Of course it will."

<sup>45</sup> I sat down and opened the *Pirate* book and commenced to read, but I could see he was not following, so I stopped.

<sup>46</sup> "About what time do you think I'm going to die?" he asked.

<sup>47</sup> "What?"

<sup>48</sup> "About how long will it be before I die?"

<sup>49</sup> "You aren't going to die. What's the matter with you?"

<sup>50</sup> "Oh, yes, I am. I heard him say a hundred and two."

<sup>51</sup> "People don't die with a fever of one hundred and two. That's a silly way to talk."

<sup>52</sup> "I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

<sup>53</sup> He had been waiting to die all day, ever since nine o'clock in the morning.

<sup>54</sup> "You poor Schatz," I said. "Poor old Schatz. It's like miles and kilometres. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

<sup>55</sup> "Are you sure?"

<sup>56</sup> "Absolutely," I said. "It's like miles and kilometres. You know, like how many kilometres we make when we do seventy miles in the car?"

<sup>57</sup> "Oh," he said.

<sup>58</sup> But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

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Let's Test Your Understanding!

1. What is the setting of the story?

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2. Describe the characters in the story.

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3. What kind of illness is mentioned in the story? What thought about the disease is being stated in the story?

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4. In paragraph 20, what thought or idea is being shown through the action/s done?

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5. In paragraphs 21 to 25, what thought is implied through the dialogue of the characters?

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6. What theme is being revealed in the story based on the underlined part of the story? Express the theme in one or two sentences in your own words.

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

Reading stories is fun and enhancing. However, there are other sorts of materials where we can enhance ourselves and that are learning from people's experiences through their personal memoir.

The topic next will be on one's personal writing where interesting, valuable and memorable experiences are taken into account.

### 12.3.1.4 Personal Memoir and Philosophy

All of us can create our own personal memoirs for we know our very own self, and how we live our lives. **A personal memoir** is a sub-genre of autobiography but personal memoir and autobiography are almost interchangeable. The only difference is that personal memoir only encompasses a record or account of a very specific part of one's personal life. For example, his/her childhood. The focus is only about the person's childhood life. The first person "I" is also used in writing a memoir.

Memoirs are important as they underscore our values of connection and tradition. Tradition in a sense that we as human beings would like to tell our story to a group of



people and to our family. It is a kind of documentary that focuses on a certain part of one's life and where one's outlook in life is being exposed to the readers.

Writing a personal memoir is not just telling a specific event or part of one's life, it carries its own philosophies as a part of literature.

**Philosophy** is defined as a set or system of beliefs resulting from search of knowledge. These beliefs become a guiding principle for one's behavior and thinking in life.

### Elements and Structure of a Memoir

Writing a memoir needs to follow a structure in order to achieve its effectiveness. The following can help you write a well-structured memoir.

**First**, you have to remember that all stories need a beginning, middle, and end so as with memoirs. The beginning contains the introduction of the characters, the setting and the force that pushes the characters forward that they may be able to picture in their mind what your experience is. The middle contains the detailed events the characters experienced, the obstacles encountered, and the lessons learned. The last part of your memoir ends any obstacles, and the readers have completely learned lessons from your story.

**Second**, the chronological order of events must be simple and easy to follow since the readers want to read a memoir because they want to know what happened from the beginning to end and how things interweave with each other. In short, there must be a clear connection of everything written in the memoir.

### Elements of a Memoir

1. **Must be written in first person.** The first person point of view puts the role of the narrator as a participant of the story. The writer is a participant in the action, he/she relates the events as he/she sees them and uses the pronouns "I, me, we, us, or our" in the narration.

Points of View	Narrator's Role in the story
First person point of View	Participant in the action, relates the events as he/she sees them, uses pronouns I, me, we, us, our
Third person point of view (objective)	Does not participate in the actions, uses pronouns he, she, they, him, her, them
Third person point of view (omniscient-all knowing)	Does not participate in the action, but relates the thoughts and feelings of all the characters as well as their words and actions. Uses pronouns he, she, they, him, her, them.

2. **It is based on truth.** Memoir refers to a person's real experience in life and so one of its elements is its truthfulness.



- 3. It shares feelings.** Memoirs contain emotional aspect of the writer. The writer puts his/her feeling regarding an experience, event, or person he/she encountered at some point of his/her life. The feeling should be intertwined with the kind of event experienced. These feelings are what the writer may want his/her reader to also feel.
- 4. It has meaning.** Memoir is written to share one's beliefs and outlook in life. This also indicates that every event or experience in a specific part of life of a writer has a meaning and this comes through the values or lessons being learned and how that particular experience has made an impact to the writer's life.
- 5. It contains memory.** Memoirs are based on the past. Therefore, the writer recalls his/her past experience regarding a specific part of his/her life.



### Learning Activity 9

The passage below is just a specific portion of Pamela De Leon's life that reflects her conviction/philosophy in life. Read the passage then briefly answer the questions that follow. Write your answer on the spaces provided.

#### A Search for Truth

Memoir by Pamela De Leon

I once read that between truth and the search for truth, opt for the second. I believe that sometimes, no matter how hard we search to find the truth, in the end, sometimes it just doesn't matter.

In August of 2003, our mother at the age of 69 had developed a bladder infection. Having gone untreated for too long, the infection spread throughout her entire body. The damage to her major organs was irreversible. She passed away on a Wednesday in the afternoon.

We wanted in death what our mother didn't have in life...dignity. Mental illness had robbed our mother of that.

We chose the funeral home, based on our memory of the great care they had taken with our grandmother when she passed away. The care given to our mother; however, would prove to be less than great. Many mistakes were made including someone else being buried in mom's grave.

Let's test your Understanding!

1. What are the choices given in the memoir above? Which one should be the better choice?

---



2. What significant events took place in this memoir?

---

3. What is the cause of the writer's mother's death?

---

4. What was that thing that their mother didn't have in life?

---

5. How does the writer evaluate the care they have given to their mother? Why?

---

6. What belief/outlook in life is being portrayed in this memoir?

---

7. What point of view is used in narrating the story?

---

8. What kinds of emotions are embedded in this memoir?

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



**Learning Activity 10**

**Think of a specific part of your life and write about it for your personal memoir. After writing, you should discuss the philosophy reflected in your memoir. Write your story in the spaces provided.**

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The philosophy reflected from your memoir

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The next topic is much different from stories. This topic will help you improve your conversation skill with other people. This will help you enhance your interactive skill and convincing power as you communicate with individuals.

## 12.3.2 PERSUASIVE WRITING 1

### 12.3.2.1 Rules of Conversation

When a boss gives an order to an employee, is it a conversation? No. When a person greets another, is it considered conversation? No.

Wikipedia defines **conversation** as a form of interactive, spontaneous communication between two or more people. Typically, it occurs in spoken communication, as written exchanges are usually not referred to as conversations. Conversation is a kind of speech done informally and symmetrically done to establish and maintain social ties.

In order to attain the goal of conversation, certain rules must be considered by a conversationalist since conversation is not all mere talking or interchange of speech.

#### Rules of Conversation

- 1. Avoid unnecessary details.**  
Do not change the topic. Don't waste time getting into unimportant information.
- 2. Don't ask another question before the first one has been answered.**  
If you ask how someone's children are, don't jump in with your family health before she has answered. Let the other person answer first before throwing another question.
- 3. Do not interrupt another while he is speaking.**  
Making your story short will give the other person a chance to speak and not interrupt. Listening until the speaker is finish is a form of courtesy in conversation.



- 4. Do not contradict, especially if it is not important.**  
If it is not important, do not contradict as it may lengthen the conversation about it instead of having a talk regarding the more important topics.
- 5. Do not do all the talking.**  
Ask questions to find out what you both have in common. Give chance to the other person to speak.
- 6. Do not always be the hero of your story,** however, the story should have a hero.  
Do not focus on yourself alone. Build up others as well as yourself. How is this done? You should also tell stories with other people as your heroes. You have to make it sure that it is not a gossip as making one a hero in your story is different from being the subject of a gossip.
- 7. Choose a subject of mutual interest.**  
Draw the person's interests out and don't "hinge the conversation on politics when it should be on potatoes or on poetry." This tells us that two individuals can only do conversation effectively if both have the same interest on their subject matter.
- 8. Be a good listener.**  
Sometimes people overlook this as everyone almost would like to do the talking but it is a very important rule to be a good listener. A good listener do not interrupt, he/she listens and understands what is being said. With this, proper response can be given.
- 9. The conversation should be in harmony with the surroundings.**  
It is very fitting to talk about what is current or what is appropriate with time and surroundings. Do not talk about "food" if the "SP Games 2015" is a more fitting topic for the conversation since it is the popular event of the year.
- 10. Do not exaggerate.**  
To exaggerate things by saying too much about something and this should not be done as not everything is the best or the worst. Just say what the truth is.
- 11. Do not misquote.**  
"Use the quotation for the occasion; do not make an occasion for the quotation." This means that you can quote based on the present occasion or event or present topic of the conversation. Do not fabricate an event/occasion in order to suit a certain quotation.
- 12. Be tactful.**  
Do not be untruthful, but also don't feel the need to be hurtful. Do not say "he/she looks unwell, sick, or tired." This will do nothing to further conversation and only make the person uncomfortable. Don't also ask if she had a long night. Remember silence is an option. "Say the right thing, or say nothing."





## Analysing a Conversation

Analysing a conversation needs more than just one step but a few in order to see its effectiveness. The transcript of the play “Waiting for Godot” is already presented and so looking for the transcript of the conversation is no longer a problem. The following steps will help you analyse the conversation of the characters in the play.

1. Locate a potentially interesting phenomenon in the data. One example is the use of the expression “Oh” (Heritage, 1984b) or a noticeable sequence like phone conversations (Schegloff, 1968). With this, you will have an idea on how conversations over the phone starts and ends based on the conversation.
2. Describe one particular occurrence formally, concentrating on its sequential context: the types of turn which precedes and follow it. A description can only be made well if the pattern in a conversation is determined.
3. Return to the data to see if the incident can be described in terms of sequential concept. In this process the description will need to be refined and gradually a formal account of sequential pattern can be developed.



### Learning Activity 11

Below is an example of a conversation between Estragon and Vladimir. Read and understand the passage then answer the questions after Act 1.

## ACT I

A country road. A tree.

Evening.

Estragon, sitting on a low mound, is trying to take off his boot. He pulls at it with both hands, panting.

He gives up, exhausted, rests, tries again. As before. Enter Vladimir.

**ESTRAGON:**

*(giving up again).* Nothing to be done.

**VLADIMIR:**

I'm beginning to come round to that opinion. All my life I've tried to put it from me, saying Vladimir, be reasonable, you haven't yet tried everything. And I resumed the struggle. *(He broods, musing on the struggle. Turning to Estragon.)* So there you are again.

**ESTRAGON:**

Am I?





**VLADIMIR:**

I'm glad to see you back. I thought you were gone forever.

**ESTRAGON:**

Me too.

**VLADIMIR:**

Together again at last! We'll have to celebrate this. But how? (*He reflects.*) Get up till I embrace you.

**ESTRAGON:**

(*irritably*). Not now, not now.

**VLADIMIR:**

(*hurt, coldly*). May one inquire where His Highness spent the night?

**ESTRAGON:**

In a ditch.

**VLADIMIR:**

(*admiringly*). A ditch! Where?

**ESTRAGON:**

(*without gesture*). Over there.

**VLADIMIR:**

And they didn't beat you?

**ESTRAGON:**

Beat me? Certainly they beat me.

**VLADIMIR:**

The same lot as usual?

**ESTRAGON:**

The same? I don't know.

**VLADIMIR:**

When I think of it . . . all these years . . . but for me . . . where would you be . . . (*Decisively.*) You'd be nothing more than a little heap of bones at the present minute, no doubt about it.

**ESTRAGON:**

And what of it?

**VLADIMIR:**

(*gloomily*). It's too much for one man. (*Pause. Cheerfully.*) On the other hand, what's the good of losing heart now, that's what I say. We should have thought of it a million years ago, in the nineties.

**ESTRAGON:**

Ah stop blathering and help me off with this bloody thing.

**VLADIMIR:**

Hand in hand from the top of the Eiffel Tower, among the first. We were respectable in those days. Now it's too late. They wouldn't even let us up. (*Estragon tears at his boot.*) What are you doing?

**ESTRAGON:**

Taking off my boot. Did that never happen to you?



**VLADIMIR:**

Boots must be taken off every day, I'm tired of telling you that. Why don't you listen to me?

**ESTRAGON:**

*(feebly)*. Help me!

**VLADIMIR:**

It hurts?

**ESTRAGON:**

*(angrily)*. Hurts! He wants to know if it hurts!

**VLADIMIR:**

*(angrily)*. No one ever suffers but you. I don't count. I'd like to hear what you'd say if you had what I have.

**ESTRAGON:**

It hurts?

**VLADIMIR:**

*(angrily)*. Hurts! He wants to know if it hurts!

**ESTRAGON:**

*(pointing)*. You might button it all the same.

**VLADIMIR:**

*(stooping)*. True. *(He buttons his fly.)* Never neglect the little things of life.

**ESTRAGON:**

What do you expect, you always wait till the last moment.

**VLADIMIR:**

*(musingly)*. The last moment . . . *(He meditates.)* Hope deferred maketh the something sick, who said that?

[...]

**VLADIMIR:**

Show me.

**ESTRAGON:**

There's nothing to show.

**VLADIMIR:**

Try and put it on again.

**ESTRAGON:**

*(examining his foot)*. I'll air it for a bit.

**VLADIMIR:**

There's man all over for you, blaming on his boots the faults of his feet. *(He takes off his hat again, peers inside it, feels about inside it, knocks on the crown, blows into it, puts it on again.)* This is getting alarming. *(Silence. Vladimir deep in thought, Estragon pulling at his toes.)* One of the thieves was saved. *(Pause.)* It's a reasonable percentage. *(Pause.)* Gogo.

**ESTRAGON:**

What?

**VLADIMIR:**

Suppose we repented.

---



**ESTRAGON:**

Repented what?

**VLADIMIR:**

Oh . . . (*He reflects.*) We wouldn't have to go into the details.

**ESTRAGON:**

Our being born?

*Vladimir breaks into a hearty laugh which he immediately stifles, his hand pressed to his pubis, his face contorted.*

**VLADIMIR:**

One daren't even laugh any more.

**ESTRAGON:**

Dreadful privation.

**VLADIMIR:**

Merely smile. (*He smiles suddenly from ear to ear, keeps smiling, ceases as suddenly.*) It's not the same thing. Nothing to be done. (*Pause.*) Gogo.

**ESTRAGON:**

(*irritably*). What is it?

**VLADIMIR:**

Did you ever read the Bible?

**ESTRAGON:**

The Bible . . . (*He reflects.*) I must have taken a look at it.

**VLADIMIR:**

Do you remember the Gospels?

**ESTRAGON:**

I remember the maps of the Holy Land. Coloured they were. Very pretty. The Dead Sea was pale blue. The very look of it made me thirsty. That's where we'll go, I used to say, that's where we'll go for our honeymoon. We'll swim. We'll be happy.

**VLADIMIR:**

You should have been a poet.

**ESTRAGON:**

I was. (*Gesture towards his rags.*) Isn't that obvious?  
*Silence.*

**VLADIMIR:**

Where was I . . . How's your foot?

**ESTRAGON:**

Swelling visibly.

**VLADIMIR:**

Ah yes, the two thieves. Do you remember the story?

**ESTRAGON:**

No.

**VLADIMIR:**

Shall I tell it to you?

**ESTRAGON:**

No.

---



**VLADIMIR:**

It'll pass the time. (*Pause.*) Two thieves, crucified at the same time as our Saviour.  
One—

**ESTRAGON:**

Our what?

**VLADIMIR:**

Our Saviour. Two thieves. One is supposed to have been saved and the other . . . (*he searches for the contrary of saved*) . . . damned.

**ESTRAGON:**

Saved from what?

**VLADIMIR:**

Hell.

**ESTRAGON:**

I'm going.

*He does not move.*

**VLADIMIR:**

And yet . . . (*pause*) . . . how is it —this is not boring you I hope— how is it that of the four Evangelists only one speaks of a thief being saved. The four of them were there —or thereabouts— and only one speaks of a thief being saved. (*Pause.*) Come on, Gogo, return the ball, can't you, once in a way?

**ESTRAGON:**

(*with exaggerated enthusiasm*). I find this really most extraordinarily interesting.

**VLADIMIR:**

One out of four. Of the other three, two don't mention any thieves at all and the third says that both of them abused him.

**ESTRAGON:**

Who?

**VLADIMIR:**

What?

**ESTRAGON:**

What's all this about? Abused who?

**VLADIMIR:**

The Saviour.

**ESTRAGON:**

Why?

**VLADIMIR:**

Because he wouldn't save them.

**ESTRAGON:**

From hell?

**VLADIMIR:**

Imbecile! From death.

**ESTRAGON:**

I thought you said hell.

**VLADIMIR:**

From death, from death.

---



**ESTRAGON:**

Well, what of it?

**VLADIMIR:**

Then the two of them must have been damned.

**ESTRAGON:**

And why not?

**VLADIMIR:**

But one of the four says that one of the two was saved.

**ESTRAGON:**

Well, they don't agree and that's all there is to it.

**VLADIMIR:**

But all four were there. And only one speaks of a thief being saved. Why believe him rather than the others?

**ESTRAGON:**

Who believes him?

**VLADIMIR:**

Everybody. It's the only version they know.

**ESTRAGON:**

People are bloody ignorant apes.

*He rises painfully, goes limping to extreme left, halts, gazes into distance off with his hand screening his eyes, turns, goes to extreme right, gazes into distance. Vladimir watches him, then goes and picks up the boot, peers into it, drops it hastily.*

**VLADIMIR:**

Pah!

*He spits. Estragon moves to center, halts with his back to auditorium.*

**ESTRAGON:**

Charming spot. *(He turns, advances to front, halts facing auditorium.)* Inspiring prospects. *(He turns to Vladimir.)* Let's go.

**VLADIMIR:**

We can't.

**ESTRAGON:**

Why not?

**VLADIMIR:**

We're waiting for Godot.

**ESTRAGON:**

*(despairingly).* Ah! *(Pause.)* You're sure it was here?

**VLADIMIR:**

What?

**ESTRAGON:**

That we were to wait.

**VLADIMIR:**

He said by the tree. *(They look at the tree.)* Do you see any others?

**ESTRAGON:**

What is it?

**VLADIMIR:**

I don't know. A willow.

---



**ESTRAGON:**

Where are the leaves?

**VLADIMIR:**



It must be dead.

**ESTRAGON:**

No more weeping.

**VLADIMIR:**

Or perhaps it's not the season.

**ESTRAGON:**

Looks to me more like a bush.

**VLADIMIR:**

A shrub.

**ESTRAGON:**

A bush.

**VLADIMIR:**

A—. What are you insinuating? That we've come to the wrong place?

**ESTRAGON:**

He should be here.

**VLADIMIR:**

He didn't say for sure he'd come.

**ESTRAGON:**

And if he doesn't come?

**VLADIMIR:**

We'll come back tomorrow.

**ESTRAGON:**

And then the day after tomorrow.

**VLADIMIR:**

Possibly.

**ESTRAGON:**

And so on.

**VLADIMIR:**

The point is—

**ESTRAGON:**

Until he comes.

**VLADIMIR:**

You're merciless.

**ESTRAGON:**

We came here yesterday.

**VLADIMIR:**

Ah no, there you're mistaken.

**ESTRAGON:**

What did we do yesterday?

**VLADIMIR:**

What did we do yesterday?

---



**ESTRAGON:**

Yes.

**VLADIMIR:**

Why . . . (*Angrily.*) Nothing is certain when you're about.

**ESTRAGON:**

In my opinion we were here.

**VLADIMIR:**

(*looking round*). You recognize the place?

[...]

**ESTRAGON:**

You're sure it was this evening?

**VLADIMIR:**

What?

**ESTRAGON:**

That we were to wait.

**VLADIMIR:**

He said Saturday. (*Pause.*) I think.

**ESTRAGON:**

You think.

**VLADIMIR:**

I must have made a note of it. (*He fumbles in his pockets, bursting with miscellaneous rubbish.*)

**ESTRAGON:**

(*very insidious*). But what Saturday? And is it Saturday? Is it not rather Sunday? (*Pause.*) Or Monday? (*Pause.*) Or Friday?

**VLADIMIR:**

(*looking wildly about him, as though the date was inscribed in the landscape*). It's not possible!

**ESTRAGON:**

Or Thursday?

**VLADIMIR:**

What'll we do?

**ESTRAGON:**

If he came yesterday and we weren't here you may be sure he won't come again today.

**VLADIMIR:**

But you say we were here yesterday.

**ESTRAGON:**

I may be mistaken. (*Pause.*) Let's stop talking for a minute, do you mind?

**VLADIMIR:**

(*feebly*). All right. (*Estragon sits down on the mound. Vladimir paces agitatedly to and fro, halting from time to time to gaze into distance off. Estragon falls asleep. Vladimir halts finally before Estragon.*) Gogo! . . . Gogo! . . . GOGO!  
*Estragon wakes with a start.*

---





**ESTRAGON:**

*(restored to the horror of his situation).* I was asleep! *(Despairingly.)* Why will you never let me sleep?

**VLADIMIR:**

I felt lonely.

[...]

**VLADIMIR:**

Calm yourself.

**ESTRAGON:**

*(voluptuously.)* Calm . . . calm . . . The English say cawm. *(Pause.)* You know the story of the Englishman in the brothel?

**VLADIMIR:**

Yes.

**ESTRAGON:**

Tell it to me.

**VLADIMIR:**

Ah stop it!

**ESTRAGON:**

An Englishman having drunk a little more than usual proceeds to a brothel. The bawd asks him if he wants a fair one, a dark one or a red-haired one. Go on.

[...]

**ESTRAGON:**

*(gently.)* You wanted to speak to me? *(Silence. Estragon takes a step forward.)* You had something to say to me? *(Silence. Another step forward.)* Didi . . .

**VLADIMIR:**

*(without turning).* I've nothing to say to you.

**ESTRAGON:**

*(step forward).* You're angry? *(Silence. Step forward).* Forgive me. *(Silence. Step forward. Estragon lays his hand on Vladimir's shoulder.)* Come, Didi. *(Silence.)* Give me your hand. *(Vladimir half turns.)* Embrace me! *(Vladimir stiffens.)* Don't be stubborn! *(Vladimir softens. They embrace.)* *Estragon recoils.)* You stink of garlic!

**VLADIMIR:**

It's for the kidneys. *(Silence. Estragon looks attentively at the tree.)* What do we do now?

**ESTRAGON:**

Wait.

**VLADIMIR:**

Yes, but while waiting.

**ESTRAGON:**

What about hanging ourselves?

**VLADIMIR:**

Hmm. It'd give us an erection.

**ESTRAGON:**

*(highly excited).* An erection!

---



**VLADIMIR:**

With all that follows. Where it falls mandrakes grow. That's why they shriek when you pull them up. Did you not know that?

**ESTRAGON:**

Let's hang ourselves immediately!

**VLADIMIR:**

From a bough? (*They go towards the tree.*) I wouldn't trust it.

**ESTRAGON:**

We can always try.

**VLADIMIR:**

Go ahead.

**ESTRAGON:**

After you.

**VLADIMIR:**

No no, you first.

**ESTRAGON:**

Why me?

**VLADIMIR:**

You're lighter than I am.

**ESTRAGON:**

Just so!

**VLADIMIR:**

I don't understand.

**ESTRAGON:**

Use your intelligence, can't you?

*Vladimir uses his intelligence.*

**VLADIMIR:**

*(finally)*. I remain in the dark.

**ESTRAGON:**

This is how it is. (*He reflects.*) The bough . . . the bough . . . (*Angrily.*) Use your head, can't you?

**VLADIMIR:**

You're my only hope.

**ESTRAGON:**

*(with effort)*. Gogo light—bough not break—Gogo dead. Didi heavy—bough break—Didi alone. Whereas—

**VLADIMIR:**

I hadn't thought of that.

**ESTRAGON:**

If it hangs you it'll hang anything.

**VLADIMIR:**

But am I heavier than you?

**ESTRAGON:**

So you tell me. I don't know. There's an even chance. Or nearly.

**VLADIMIR:**

Well? What do we do?

---



**ESTRAGON:**

Don't let's do anything. It's safer.

**VLADIMIR:**

Let's wait and see what he says.

**ESTRAGON:**

Who?

**VLADIMIR:**

Godot.

**ESTRAGON:**

Good idea.

**VLADIMIR:**

Let's wait till we know exactly how we stand.

**ESTRAGON:**

On the other hand, it might be better to strike the iron before it freezes.

**VLADIMIR:**

I'm curious to hear what he has to offer. Then we'll take it or leave it.

**ESTRAGON:**

What exactly did we ask him for?

**VLADIMIR:**

Were you not there?

**ESTRAGON:**

I can't have been listening.

**VLADIMIR:**

Oh . . . Nothing very definite.

**ESTRAGON:**

A kind of prayer.

**VLADIMIR:**

Precisely.

**ESTRAGON:**

A vague supplication.

**VLADIMIR:**

Exactly.

**ESTRAGON:**

And what did he reply?

**VLADIMIR:**

That he'd see.

**ESTRAGON:**

That he couldn't promise anything.

**VLADIMIR:**

That he'd have to think it over.

**ESTRAGON:**

In the quiet of his home.

**VLADIMIR:**

Consult his family.

**ESTRAGON:**

His friends.

---



**VLADIMIR:**

His agents.

**ESTRAGON:**

His correspondents.

**VLADIMIR:**

His books.

**ESTRAGON:**

His bank account.

**VLADIMIR:**

Before taking a decision.

**ESTRAGON:**

It's the normal thing.

**VLADIMIR:**

Is it not?

**ESTRAGON:**

I think it is.

**VLADIMIR:**

I think so too.

*Silence.*

**ESTRAGON:**

*(anxious)*. And we?

**VLADIMIR:**

I beg your pardon?

**ESTRAGON:**

I said, And we?

**VLADIMIR:**

I don't understand.

**ESTRAGON:**

Where do we come in?

**VLADIMIR:**

Come in?

**ESTRAGON:**

Take your time.

**VLADIMIR:**

Come in? On our hands and knees.

**ESTRAGON:**

As bad as that?

**VLADIMIR:**

Your Worship wishes to assert his prerogatives?

**ESTRAGON:**

We've no rights anymore?

*Laugh of Vladimir, stifled as before, less the smile.*

**VLADIMIR:**

You'd make me laugh if it wasn't prohibited.

**ESTRAGON:**

We've lost our rights?

---



**VLADIMIR:**

*(distinctly)*. We got rid of them.

*Silence. They remain motionless, arms dangling, heads sunk, sagging at the knees.*

**ESTRAGON:**

*(feebly)*. We're not tied? *(Pause.)* We're not—

**VLADIMIR:**

Listen!

*They listen, grotesquely rigid.*

**ESTRAGON:**

I hear nothing.

**VLADIMIR:**

*Hsst! (They listen. Estragon loses his balance, almost falls. He clutches the arm of Vladimir, who totters. They listen, huddled together.)* Nor I.

*Sighs of relief. They relax and separate.*

**ESTRAGON:**

You gave me a fright.

**VLADIMIR:**

I thought it was he.

**ESTRAGON:**

Who?

**VLADIMIR:**

Godot.

**ESTRAGON:**

Pah! The wind in the reeds.

**VLADIMIR:**

I could have sworn I heard shouts.

**ESTRAGON:**

And why would he shout?

**VLADIMIR:**

At his horse.

*Silence.*

**ESTRAGON:**

*(violently)*. I'm hungry!

**VLADIMIR:**

Do you want a carrot?

**ESTRAGON:**

Is that all there is?

**VLADIMIR:**

I might have some turnips.

**ESTRAGON:**

Give me a carrot. *(Vladimir rummages in his pockets, takes out a turnip and gives it to Estragon who takes a bite out of it. Angrily.)* It's a turnip!

**VLADIMIR:**

Oh pardon! I could have sworn it was a carrot. *(He rummages again in his pockets, finds nothing but turnips.)* All that's turnips. *(He rummages.)* You must have eaten the last. *(He rummages.)* Wait, I have it. *(He brings out a carrot and gives it to Estragon.)* There, dear fellow.

---



[...]

**ESTRAGON:**

*(chews, swallows)*. I'm asking you if we're tied.

**VLADIMIR:**

Tied?

**ESTRAGON:**

Ti-ed.

**VLADIMIR:**

How do you mean tied?

**ESTRAGON:**

Down.

**VLADIMIR:**

But to whom? By whom?

**ESTRAGON:**

To your man.

**VLADIMIR:**

To Godot? Tied to Godot! What an idea! No question of it. *(Pause.)* For the moment.

**ESTRAGON:**

His name is Godot?

**VLADIMIR:**

I think so.

**ESTRAGON:**

Fancy that. *(He raises what remains of the carrot by the stub of leaf, twirls it before his eyes.)* Funny, the more you eat the worse it gets.

**VLADIMIR:**

With me it's just the opposite.

**ESTRAGON:**

In other words?

**VLADIMIR:**

I get used to the muck as I go along.

**ESTRAGON:**

*(after prolonged reflection)*. Is that the opposite?

**VLADIMIR:**

Question of temperament.

**ESTRAGON:**

Of character.

**VLADIMIR:**

Nothing you can do about it.

**ESTRAGON:**

No use struggling.

**VLADIMIR:**

One is what one is.

**ESTRAGON:**

No use wriggling.

**VLADIMIR:**

The essential doesn't change.

---

**ESTRAGON:**

Nothing to be done. (*He proffers the remains of the carrot to Vladimir.*) Like to finish it?

A terrible cry, close at hand. Estragon drops the carrot. They remain motionless, then together make a sudden rush towards the wings. Estragon stops halfway, runs back, picks up the carrot, stuffs it in his pocket, runs to rejoin Vladimir who is waiting for him, stops again, runs back, picks up his boot, runs to rejoin Vladimir. Huddled together, shoulders hunched, cringing away from the menace, they wait.



Let's Test your Understanding!

1. Is the play entertaining? What makes you say you are entertained?

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2. How do you describe Estragon? Vladimir?

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3. Do you think the play is as effective as it is if the characters were females?

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4. Does Act 1 present a moralistic view? If so, what is the moral?

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5. What is lacking among the two characters through their conversation about the thieves they have been talking about?

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6. What are the ideas Estragon and Vladimir have talked about in this act?

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7. Does the play show some absurdity? If your answer is either yes or no, explain your answer.

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Compare your answers with the answers provided at the end of this unit.



### Learning Activity 12

**Write your own opinion on how you do conversation with other people. Your write-up should at least contain 150 words. Use the rules of conversation to guide you reflect on your way of doing a dialogue with other people. Write your reflection on the space provided for you.**

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

The next topic will be a very helpful tool to make clear descriptions on differences and similarities of things. It is not only in following rules on conversations that we win our audience but also in giving a clear picture of what we say.

The topic will be on making comparison, contrast, and persuasion. The new lesson will be on comparing, contrasting and persuading.

### **12.3.2.2 Comparing, Contrasting and Persuading**

**Comparing** and **contrasting** are two very important things as they help us distinguish the characteristics or attributes of a subject. Comparison and contrast help young writers decide and judge their subject matter. Through these, the writer can create a clear statement of similarities and differences appropriate to a subject.

At times, students but not limited to students make misconceptions on comparison and contrast. As a student, you will not end a year or a term or even a week without making a comparison or contrast in either written or spoken language or sometimes in both.

**Comparing** is associating or looking at the similarities of two things (or more). We think of all relationships and likeness our subjects have and try to link all the details together to come up with the proper comparison. On the other hand, **contrasting** is on the differences or distinctions of two or more objects. We critically identify all the dissimilarities in order to create an effective composition.

Study the following techniques in writing a comparative and contrastive composition.



### 1. Make sure you know the basis for comparison

The task may say just what you need to compare, or it may ask you to come up with a basis for comparison yourself. In this case, you have to:

- **Provided by the essay question:** The essay question may ask that you consider the figure of the gentleman in Charles Dickens's *Great Expectations* and Anne Brontë's *The Tenant of Wildfell Hall*. The basis for comparison will be the figure of the gentleman.
- **Developed by you:** The question may simply ask that you compare the two novels. If so, you will need to develop a basis for comparison, that is, a theme, concern, or device common to both works from which you can draw similarities and differences.

### 2. Develop a list of similarities and differences

Once you know your basis for comparison, think critically about the similarities and differences between the items you are comparing, and compile a list of them—first column can be the similarities and the second column are the differences. This will help you have a vivid and critical way of identifying what you need in your comparative writing and will also give you a lesser or no chance of putting in details that are not necessary in a comparative essay/writing.

For example, you might decide that in *Great Expectations*, being a true gentleman is not a matter of manners or position but morality, whereas in *The Tenant of Wildfell Hall*, being a true gentleman is not about luxury and self-indulgence but hard work and productivity.

The list you have generated is not yet your outline for the essay, but it should provide you with enough similarities and differences to construct an initial plan. Use the similarities you have listed to plan your composition.

### 3. Develop a thesis based on the relative weight of similarities and differences

After identifying and writing all the similarities and differences of your main subjects, decide whether there are more similarities than differences or vice versa. Create a thesis statement that reflects their relative weights. A more complex thesis will usually include both similarities and differences. Here are examples of the two main cases:

- a. Differences outweigh similarities (differences are given more emphasis and importance than similarities):

While Callaghan's "All the Years of Her Life" and Mistry's "Of White Hairs and Cricket" both follow the conventions of the coming-of-age narrative, Callaghan's story adheres more closely to these conventions by allowing its **central protagonist to mature**. In Mistry's story, **by contrast, no real growth occurs**. In this case, the two have different directions as one has matured while the other did not. This means that the composition gives more



attention to the differences than the similarities despite mentioning the similarities.

- b. Similarities outweigh differences (similarities are given more importance and emphasis than differences): Although Darwin and Lamarck came to different conclusions about whether acquired traits can be inherited, they shared the **key distinction of recognizing that species evolve over time**. In this matter, the subjects of the two writers carry more attention and importance on the similarities despite having different ending or conclusion.

#### 4. Come up with a structure for your essay

- **Alternating method: Point-by-point pattern**

In the alternating or interchanging method, you find related points common to your principal subjects A and B, so you are going to put those points in an ABAB order. For instance, a comparative essay on the French and Russian revolutions might examine how both revolutions either encouraged or thwarted innovation in terms of new technology, military strategy, and the administrative system. (For change of example)

Order	Body of the composition/essay	content
A	Paragraph 1	new technology and the French Revolution
B	Paragraph 2	new technology and the Russian Revolution
A	Paragraph 3	military strategy and the French Revolution
B	Paragraph 4	military strategy and the Russian Revolution
A	Paragraph 5	administrative system and the French Revolution
B	Paragraph 6	administrative system and the Russian Revolution

Since you have mentioned three points then you have to make three pairs of paragraphs to do the alternate order of comparing and contrasting.

**Take note:**

Alternating method is preferred by many because it generally does a better job of highlighting similarities and differences by putting your points along about A and B and since it produces more tightly analysed points. Using this method is encouraged if you have clearly identified the similarities and differences. However, if your A and B are not so clear, then do not insist to use it since your text will only end an ineffective writing.

- **Block method: Subject-by-subject pattern**

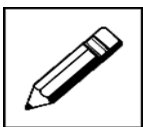
Block method uses A and B pattern only. This means that you have to discuss all about A first then next about B. These two are not written in a single paragraph but definitely in different paragraphs (A-2 or more paragraphs, B-2 or more paragraphs). Let us use the example used in the first method in structuring a compare and contrast essay. The first half of the essay must be talking about the first subject which is the French Revolution and the other half of the essay must be tackling the Russian Revolution. This method sometimes leads young writers to come up with a essay of two disconnected issues or points.

To avoid this problem, the writer should be careful in writing the thesis statement and must use expression that will link one to another such as like or unlike. (Example: “unlike A, B is ...” or “like A, B is...” ) It is important to use inking words in order to maintain coherence and continuity of ideas in the essay.

**Take note:**

The **block method** is mainly useful in the following cases:

- You are unable to find points about A and B that are closely related to each other.
- Your ideas about B build upon or extend your ideas about A.
- You are comparing three or more subjects as different to the traditional two subjects only.



**Learning Activity 13**

**Write an essay on the topic: 'The performance of the Recent College Graduates Entering the Workforce.' Write your essay on the space provided.**

**Reminder:**

- You have to know the differences or similarities of how the newly graduate perform against those who have been working for quite a period of time or the young and the old as per performance.
  
- Make use of any of the techniques discussed in pages 55 to 57 of this unit.

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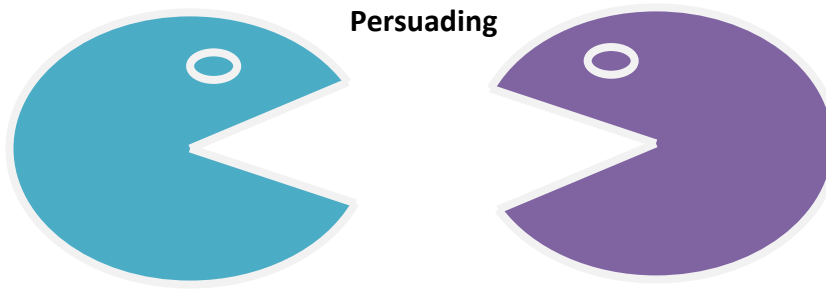
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Check and compare your answer with the answers provided at the end of this unit.



Comparing and contrasting can be used in persuading readers or listeners. However, there is a greater difference when we say persuasive writing as it aims to move, to encourage, or to convince people to believe and follow what is being said. Techniques in writing a persuasive text are much different from writing comparative and contrasting texts.

### Persuasive Writing Techniques

Techniques are very important in writing and every writer has his/her own technique in writing. Good reasoning, ethics, or a well thought out emotional appeal aren't enough to encourage readers/listeners – they must be presented in a way that ensures that the message remains and affects in the reader.

The following are some techniques commonly used by persuasive writers.

1. **Repetition** - The repetition makes it stick in their head, however, the strategy of repeating the points of the writer must be varied to avoid dullness and overuse of terms and structure.
2. **Consistency** - If there is consistency, the text is said to be stable and concentrated to the points made. Consistency in the content of a text makes sure the writer appears credible and sensible, as well as being easier for the reader to understand.
3. **Evidence** - Presenting evidence or proof is a very strong way of persuading readers especially when evidence are from the society where the readers actually see, hear, and experience. Having proofs is much better than just blatantly mentioning things that are not reliable of its truth.



### Learning Activity 14

Identify which technique is used in the paragraphs below. Write Repetition, Consistency, or Evidence on the blank provided. You can also write two of the techniques if they are both used.

1. Many countries around the globe are experiencing chaos because of war. It has been a cause of humanity's destruction. Few of these countries are Israel being attacked by its neighboring countries; Syria as well as Sudan is also now suffering because of war.

\_\_\_\_\_



2. Men with one word are men with honor. It is easy to speak everything that pops up in our head, promise things that we are thinking we will do in the future; however, most of the time, we find talking much easier than proving or doing what were said. But if we want to be honored and respected by people, we have to speak what we can do and mean what we say. \_\_\_\_\_
3. Television is a technology that almost everyone has at home. It is where people find entertainment and information. Television has been a source of entertainment since it was first made until the present time through movies, TV programs, and nowadays, is also used for music. Television is also a medium to disseminate or broadcast information through news programs and advertisements. With these benefits people get from TV, you will not wonder why every home has one.  
\_\_\_\_\_

Check and compare your answers with the answers provided after this unit.

Identifying techniques used by the writer and getting the gist of a passage is not going to be possible if you do not read with understanding. As we read, we have to remember that we read not only to have words to utter or words to see, but we read for learning to take place.

### 12.3.2.3 Analysing Texts for Meanings

Reading is a great way of acquiring knowledge. It is a good way of practicing ones skills in understanding texts, and in making critical analysis to achieve a vivid understanding of the text's meaning. There is nothing to lose when you read because the more you read the more knowledge you gain and the more brain exercise in understanding texts you have. Some students may find reading a boring activity but think of the benefits reading can offer.

#### *Writing Terms*

Stories can be categorised as fiction or non-fiction. **Fiction** is a type of literature created or fabricated from imagination or creativity of the brain with no real events or people while **non-fiction** is a literature based on truth or real events, characters and setting.

#### Features of Non-fiction Articles

1. **Captions:** These are words printed with a picture or cartoon. These help you better understand a picture or photograph.
2. **Comparisons:** These sentences help you to picture something {Example: A whale shark is a little bit bigger than a school bus. The two things being compared here are the whale shark and the school bus. They are compared on their big sizes.}
3. **Glossary:** This is a part of a book that provides definitions of words that are in the book.





4. **Graphics:** This refers to charts, graphs, or cutaways that are used to help you understand what the author is trying to tell you.
5. **Illustrations/Photographs:** these appeals to one's imagination. These Help you to know exactly what something looks like.
6. **Index:** This is an alphabetical list of ideas that are in the book. It tells you what page the idea is on.
7. **Labels:** These help you identify a picture or a photograph and its parts.
8. **Maps:** They help you understand where the places are in the world.
9. **Special Print:** When a word is **bold**, in *italics*, or underlined, it is an ***important*** word for you to know.
10. **Subtitles:** These headings help you to know what the next section will be about.
11. **Table of Contents:** Helps you identify key topics in the book in the order they are presented.

The features of non-fictions are very helpful to have a better understanding; however strategies in reading are necessary for better comprehension.

### **Comprehension Strategies**

Comprehension can be made easier if strategies are applied. Techniques are important in order for the readers to have a clear understanding or grasp of the meaning of a certain text.

Some strategies are defined below to help you understand various texts.

1. **Retelling**  
Good readers use retelling to identify and remember important ideas or sequences of events that they need to know or recall.
2. **Using Schema/Making Connections**  
Good readers construct meaning by connecting their prior knowledge to information in the text. If a passage is about war then knowledge about World War 1 or 2 can be integrated or included into the text.
3. **Visualizing**  
Good readers form visual and other sensory images during reading to better understand, remember, and enjoy texts. Imagining what is being read can create a better understanding and may also reflect comprehension. If the reader understands, mental images are created.
4. **Wondering/Questioning**  
Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. The questions asked are answered through the content



of the text. When questions are asked then there is a driving force for the reader to understand the text in order to find the answers.

### 5. **Making Inferences**

Good readers use prior knowledge and information in a text to create meanings not explicitly stated, moving from the literal to a deeper understanding of texts. Making inference is guessing what something or a text would mean. There must be a clear interpretation based on the text being read.

### 6. **Determining Important Ideas**

Determining the important ideas in texts helps readers identify information that is essential to know and remember.

### 7. **Understanding Text Structure**

Good readers use their knowledge of narrative and expository text structure to improve their comprehension.

Students use story elements (setting, characters, plot) to help them understand stories, and identify and use features like headings, subheadings) and relationships (cause and effect, compare and contrast) to help them comprehend expository texts.

### 8. **Summarising**

This is a strategy where the main points of a text are stated briefly. Good readers identify and bring together the essential ideas of a text as a way of understanding what they have read and communicating it to others.

### 9. **Synthesising**

Synthesizing is a complex process that requires readers to visualize, use schema, question, infer, and summarize to develop new ideas and understandings based on information in a text. It is like in an experiment where there are already two given chemicals that if you synthesize them or put them together, you can come up with a new product.



## Learning Activity 15

### Instructions:

- **Activate your relevant prior knowledge before, during, and after reading the non-fiction article entitled “The Amazing Thing” by Sunday Ahuronyeze Abakwue.**
- **Identify important ideas in the text and use them to develop a summary. Write the summary on the space provided after the text.**
- **Generate questions before, during, and after reading to make sense of the text.**
- **Answer your own questions after reading the text.**



### The Amazing Thing

By Sunday Ahuronyeze Abakwue

Life is an amazing phenomenon...a grand, successful moment at that...Yes, there is a perfect time, and a total limit to everything under the sun...Indeed, there is a unique time to live, and a profound limit to the phenomenal existence.

Everything, in this blessed universe, goes even to re-assure us that there is life, and, there is also death. Yes, even with the blessed re-assurance, we are constantly reminded that, surely, the very world, in which we live, is not our blessed home.

Yes, the planet, earth, is an alien land, made of pure void. Yes, it would even be a perfect grand illusion to surely pretend that the planet, earth, would offer us a perfect home...No, it would never do so.

Really, there is a realm, a perfect place far away from the furthest sky of human imagination...It is a wonderful realm...a blessed sky of human home...It is a realm built by the power of Divine Love, word, power, and even with the best part of his heavenly imagination... It is the very home of the blessed, the streets of angels, and even the perfect place for the righteous human soul. Yes, the home is eternal home; however, it is not every soul, now alive in this planet, earth that would go there.

True, God and the devil are tele-active, in their opposite ways...the devil will tele-create some problems for you; but, God will tele-guide the solutions...The devil will tele-send a new set of awesome questions; but, God will tele-provide the answers, to rectify them.

The devil will tele-terrorize you, and your dreams; but, God will tele-advise, and tele-comfort you...Even as the devil would tele-scare, and terrorize you, a good, and a loving God would tele-amaze, and lead you to success.

Tele-trust in God, even though you do not, at present, have the power, nor the means to tele-view Him with your mortal eyes...Yes, at least, you can tele-talk to Him, and tele-understand His love, His dream, and even His desire for you...Yes, it is His paramount dream to lead you to the rivers of success...It is His passion to tele-guide your path.

Yes, it is within His tele-heavenly imagination to tele-direct you, even in His paths, and ways...Yes, God is ready, even tele-ready, to crown your light of victory with His DIVINE EMBODIMENT, even as you tele-trust Him...He will neither mis-lead you, nor forsake you in the terrors, and, in the dark-heat of uncertainties.

Yes, trust in God; yes, I say, trust also in these words of inspiration.

God will tele-prompt your reason, and even your reasoning potentials, with the power, and right light of enlightenment.

**EVEN MORE AMAZING:** Believe it, or not, what you just opened has power enough to turn your present life condition inside-out.

Really, everyone has that special 'something' which will 'enable' him make giant strides to amazing success. The 'thing' you have in your hand is a new tool.

Act Now:

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The urge to act is directly related to definiteness in decision-making process. Often, it is action, a prompt one for that matter that separates a leader from a follower.

Action does the unthinkable. The base of action is fundamental to success.

One cannot succeed unless one is ready, and able to act. Do act, you will usurp the tricks to success.

Action conceals fear. Some fear is smart on success. What then is an irony devoid of intrigue? It is the brilliant phenomenon which a brilliant person uses to usurp while the lazy ones do overlook. Success makers shake its core, turn the tides only to reap an amazing success.

Act now and win. Act not and lose. Look around you. There are so many losers around. At least 90% of them failed owing to their delay in striking when their Rods of Destiny Were Red Hot. More so, as they still fail not knowing the same rods of destiny do have their origin right from the core of an undiminishable ocean of success.

What a tragedy that our world is that way! "Ignorance is a disease" is often a remarkable notion in Igbo land the same colorful statement holds true in Igbo land in everything and in everywhere. How could one; an ungifted one so, perform well without the necessary grooming'? To do that will be an outgrowth of a "miracle". Even so, a "miracle" is a special "gift."

**Summary:**

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



### Learning Activity 16

**Answer the questions below. Write your answer on the spaces provided after each question.**

Let's Test Your Understanding!

1. What are the key points mentioned by the author in his article?  
\_\_\_\_\_
2. How does the writer describe the earth?  
\_\_\_\_\_
3. What is the implication of the mention of God and the devil? What does it show about the writer?  
\_\_\_\_\_
4. What does it mean by this expression: '90% of them failed owing to their delay in striking when their Rods of Destiny Were Red Hot'?  
\_\_\_\_\_
5. As mentioned in the article, what two things do we need to succeed?  
\_\_\_\_\_
6. In the last paragraph, what does the word 'grooming' refer to?  
\_\_\_\_\_

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

Persuasion is applied everywhere, at any time and by anyone who has the ability to persuade other people with either spoken or written speech. Persuasive techniques are also applied in advertisements and in political speeches in the form of propaganda if not a plain honest persuasive speech or presentation.



The next topic you will learn is on the techniques applied in making advertisements and political speeches.

### 12.3.2.4 Propaganda Techniques in Advertisements and in Political Speeches



#### Learning Activity 17

Analyse the advertisement below and identify the message that it is trying to relay. You also have to explain what makes the advertisement an inviting one based on the techniques discussed. Write your answer on the spaces provided.



Two opposing football teams united by Kingfisher.

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Check and compare your answers with the answers provided after this unit.

**Propaganda** is information that is especially used with a biased or misleading nature. The language used is sometimes too good to be true. An example is the diet pills which are common on the net, in the health shops. They say that you can lose weight within 2 weeks only but the truth is it will take boxes and boxes of pills before you lose weight. Aside from advertisements, it is also used to promote political cause or point of view.

**Advertisement** is public notice offering or asking for goods or services through different forms of media such as television, radio, internet, flyers, pamphlets, billboards and more. Propaganda is widely used in advertisements because people's attention is usually caught by their persuasiveness. Advertisements, aside from promoting or asking for products and services, they are also used for political causes.

How do advertisers encourage the public to buy their products? Below are techniques that are used in order to persuade people to accept the information about their products and eventually swaying them to acquire these advertised items.

### 7 Propaganda Techniques

1. **Glittering Generalities** This is the use of words that uplift or praises the product, service or person being promoted in order to make it appealing and inviting to people. Examples are the words goodness, excellence, amazing, promising, surety, and so on.

Below is an example of an advertisement with glittering generalities. The questions that follow will help you understand this technique.

**SURE SUCCESS**  
Language and IT Centre **Scholarship Programme**  
**Our Aim is to Be a Part of Educated**

About the Insitute	Course Ouline
Daily one hour class	- Internet
Motivated and Trained teachers	- Graphics and Multimedia
Multimedia Classes with Practical Work	- A+ Hardware

**Last Date of Registration**  
**15 December 2015**

Address: Lot 10 Sec 4, Boroko Drive, NCD, Port Moresby  
Phone number: 325 4223/ Mob #: 7257989

- a. Who is the target audience? What evidence suggests this?  
**Answer:** The target audience are the young people and students who are wanting to take Language and IT course. This advertisement is for the said audience because it is advertise by SURE SUCCESS which is a centre for Language and IT.
- b. What word(s) identifies this advertisement as an example of Glittering Generalities?  
**Answer:** 'sure success'
- c. How does the layout of the advertisement emphasize the propaganda technique?



**Answer:** The words that reflect the technique are in bold and written in big font size.

- d. How do the font styles, colors, subtext, background colors, props and photography techniques emphasize the propaganda technique?

**Answer:** All the factors mentioned emphasize the technique because they show the differences and importance of the words used in the advertisement where the ones in biggest size will indicate how good the service or product is.

- e. Is this advertisement effective? Why? Why not?

**Answer:** Yes, it is effective as this give a guarantee of one's success.

- f. What other observations do you have about the way the Glittering Generalities technique is used in this advertisement?

**Answer:** All the adjectives used are positive, and it presents all the positive characteristics of their language and IT centre. The colors used have contrasts which make the advertisement much readable, clear yet catchy.

2. **Name Calling** This is not so good for other products or person since the other do trash-talking to another. This way, the other product or person is being destroyed through this kind of propaganda.



A propaganda showing two soda products.

- a. Who is the target audience? What evidence suggests this?

**Answer:** The target audience are those who are patronizing either of the two soda products as obviously shown in the propaganda.

- b. What is the fight?

**Answer:** It is a boxing fight where there is always one that wins either by knock-out or by judges' decision.

- c. No language is used, but what in the illustration shows rivalry?

**Answer:** The fight itself shows rivalry.

- d. Examine the objects in the illustration. What other observations do you have that indicate this as an example of Name Calling propaganda?

**Answer:** It is a name calling propaganda because the name of the other product is being exposed.



- e. Would language enhance this advertisement? Why? Why not? If so, what words would you add to show Name Calling propaganda?

**Answer:** Language can enhance the advertisement in a way that it gives an idea of which product is worse. But in this advertisement, words are not necessary since the names of the products are exposed.

- f. What other observations do you have about the way the Name Calling technique is used in this advertisement?

**Answer:** It is obvious that Coca cola's name is still clear while Pepsi's name have some of its letter parts already hidden because of the dents on its tin.

3. **Testimonial** In this kind of propaganda, a certain individual usually a famous person gives testimonials to recommend a certain product or to endorse a particular person to the public.



Justin Bieber promoting **Proactiv**.

- a. Who is the target audience? What evidence suggests this?

**Answer:** The target audience are the young people because the propaganda uses a young man promoting the product.

- b. Who is the famous person?

**Answer:** The famous person in the propaganda is Justin Bieber.

- c. How does the endorsement by this person make the product seem like it is worth the purchase?

**Answer:** The popularity of the person endorsing the product will give its audience an idea of credibility thinking that this famous person is also using the said product and if you use the product you may also be known.

- d. Examine font styles, colors, and page layout. What do they suggest about the product, and how do they strengthen the power of the testimonial?

**Answer:** The font style, colors and page layout show the sense of being cool once you use the product. It also gives the audience the idea of having confidence if they use it just like the endorser of the propaganda.

- e. What other observations do you have about the way Testimonial propaganda is used in this advertisement?

**Answer:** Testimonial propaganda is usually endorsed by popular and rich people. They are the ones who can persuade the highest percentage of the population to purchase the product being advertised and these are the young people.

4. **Plain Folks.** This technique appeals to the values like family ties, health, and family of regular people in the community. Its target are the common people in the society instead of the upper class individuals.



A warning advertisement on smoking.

- a. Who is the target audience? What evidence suggests this?

**Answer:** The target audience of this advertisement are the smokers because the advertisement gives warning on what smoking can do.

- b. What is this advertising suggesting will happen if people smoke?

**Answer:** This suggests that if people smoke, they will die.

- c. How does this advertisement appeal to regular people?

**Answer:** This appeals to regular people in a way that it helps people realise the worst effect of smoking which is death. It gives an idea that before one dies, he/she will get sick first, gets to the hospital and eventually spend their money before succumbing to death if there is money available to spend for medication.

- d. Notice the few words used in the advertisement. How and/or why is this effective?

**Answer:** The few words are effective in this advertisement because it gives a direct message to its audience and is much easier to digest or understand than reading too many words which may at times entangle understanding.

- e. What shows the danger of the tobacco products?

**Answer:** In the advertisement, it shows that it is the smoke that indicates danger because if the tobacco is not lighted yet, there is no danger but when it smokes, then surely there is, just like a gun.

- f. What other observations do you have about the way Plain Folks propaganda is used in this advertisement?

**Answer:** This kind of advertisement provides details or figures to prove that smoking really kills or that what they advertise is true.

5. **Bandwagon.** This is a technique that invites people to be part of a group. One example of this is the fashion trends these days. They persuade people especially the young ones to be in the bandwagon by being in the trend. This way these people can say that they belong to a certain group.



Advertisement on ladies' fashion dresses for special occasions.

- a. Who is the target audience? What evidence suggests this?

**Answer:** The audience of this advertisement are the young women who go to school because the advertisement uses the word school and shows the photo of a lady.

- b. What language is used to suggest that shopping to Shop Homecoming is in the best interest of the audience?

**Answer:** Persuasive language such as too cool and wow are used to show that Shop Homecoming is in business for the best interest of the audience.

- c. Examine font styles, colors, language and page layout. What do they suggest about the product, and how do they strengthen the power of the Bandwagon technique?

**Answer:** The font styles, colors, language and page layout suggest that the products in that shop are cool stuffs that every lady must have. They also indicate that those who get the product are cool and are hot and are in the fashion of time.

- d. What other observations do you have about the way Bandwagon propaganda is used in this advertisement?

**Answer:** Aside from the use of persuasive language to make the audience be into a trend, it also uses a beautiful lady in a beautiful dress to attract more audience.

6. **Transfer.** An advertisement that helps a person imagine themselves as part of a picture or part of the advertisement.

- a. Who is the target audience?

**Answer:** Its target audience is President Obama.



of America since it has a positive background.

- b. What is this advertisement suggesting?

**Answer:** It suggests a positive outlook on America.

a positive outlook on America.

US President Barack Obama

- c. How does the layout and background create an image for America and/or the president?

**Answer:** The layout and background give an idea of a strong America and a president who is confident on the status of America.

- d. What is the tone of this image? Positive? Negative? How can you tell?

**Answer:** This shows a positive tone since President Obama shows a wonderful smile which may reflect satisfaction.

7. **Card-stacking.** Usually, product endorsement uses this technique and many people believe it. This technique uses a false image or comparison to make a product look better than it usually is. They also remove some facts about a product or person just for it to be attractive to the people. In other words, propagandists manipulate information and thwart the truth in order to attract people.



Advertisement for Sensa Free as a slimming product.

- a. Who is the target audience? What evidence suggests this?

**Answer:** Obviously the targets of this type are those who are aiming to have a well-toned and slim body.

- b. What in this advertisement suggests the product is good and/or that facts may be



omitted?

**Answer:** I think the fact that you cannot get a gym body unless you go to the gym is omitted. Instead this tells that one can achieve gym body just by this product which is too good to be true.

c. Examine font styles, colors, and page layout. What do they suggest about the product,

and how do they strengthen the power of the card-stacking technique?

**Answer:** The font styles, colors, and layout suggest that the product is an effective one and is quick in burning extra fats. However it is not that believable because the body it shows one can have after taking this product is quite unbelievable.

A **fact** is a statement that can be proven. An **opinion** is a belief or judgment that cannot be proven. It is a mere idea of a person without a concrete evidence/proof.

Read an extract from the propaganda speech of Adolf Hitler in the following learning activity.



### Learning Activity 18

Read the speech of Adolf Hitler below and answer the comprehension questions after the speech. Write your answer to the questions on the blank provided. Your answers must be written briefly but in complete sentences.

#### Hitler Speaks to the Reichstag on the Jewish Question

**Selected Extracts from Adolf Hitler's "The Jewish Question Speech", delivered before the Reichstag in Berlin, Germany - January 30, 1939.**

Germany is happy today in the possession of peaceful frontiers in the west, south and north. Our relations with the western and northern States become all the more satisfactory with the increasing tendency in these countries to turn away from certain articles of the Covenant of the League of Nations that involve danger of war.



Adolf Hitler delivering his speech at the Reich in Berlin.

The addition of Hungary and Manchukuo to the anti-Comintern pact is a welcome symptom of the consolidation of world-wide resistance to the Jewish-International-Bolshevist threat to the peoples of the world. The relations of the German Reich with the countries of South America are satisfactory, and economic relations with them continue to expand.



Our relations with the United States are suffering from a campaign of defamation carried on to serve obvious political and financial interests, which, under the pretense that Germany threatens American independence, is endeavoring to mobilize the hatred of an entire continent against the European States that are nationally governed. We all believe, however, that this does not reflect the will of the millions of American citizens who, despite all that is said to the contrary by the gigantic Jewish-capitalistic propaganda through the press, the radio and the films, cannot fail to realize that there is not one word of truth in all these assertions. Germany wishes to live in peace and on friendly terms with all countries, including America.

Germany refrains from any intervention in American affairs and likewise decisively repudiates any American intervention in German affairs. The question, for instance, as to whether Germany maintains economic relations and does business with the countries of South and Central America, concerns nobody but them and ourselves. Germany, anyway, is a great and sovereign country and is not subject to the supervision of American politicians.

Quite apart from that, however, I feel that all States today have so many domestic problems to solve that it would be a piece of good fortune for the nations if responsible statesmen were to confine their attentions to their own problems.

We may now regard this process of growth of the German nation as virtually completed. The greater German Reich now embodies our people's entire struggle for existence over 2,000 years. All streams of German blood flow into the Reich, and there are united in it all past traditions, their symbols and standards, and above all the great men of whom Germans of past periods have reason to be proud.

As we include them in this great Reich in grateful reverence, the wealth of German history is revealed in all its glory. Let us thank Almighty God that He has granted to our generation and to us the great blessing of experiencing this period of history and this hour.

Let's Test your understanding!

1. Who is the audience of the speech? What suggest the kind of audience it has?

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2. What parts of this extract suggests that it is propaganda?

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3. What kinds of language or words are used in the speech to make it a powerful propaganda towards its audience?

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4. How does the choice of word influence the audience?

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Check and compare your answer with the answers provided after this unit.



### Learning Activity 19

Study and analyse the advertisement below then answer the questions that follow. Write your answers on the blanks provided for you.



1. Based on the picture above, what kind of technique is used? Explain your answer.

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a. What is your own interpretation on the image and the question posted? Write your interpretation in a single paragraph only.

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

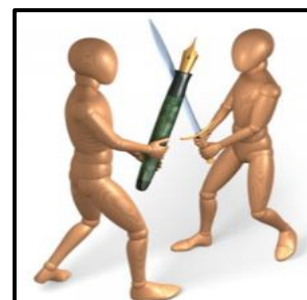
In the previous topics, you have learned that to persuade people you have to use powerful words, illustrations or pictures and even real objects and humans to convince your audience. You also use comparison and contrast to make your audience think and weigh the topic or issue you are discussing.

The next topic will not only give you ideas on all topics mentioned but will also help you differentiate facts from opinions and how to present your opinions and the facts you have. The techniques in writing a persuasive essay will also help you in presenting your ideas.

### 12.3.2.5 Writing Persuasive Paragraphs

Persuade people with your pen!

**Persuasion** is the act of writing a piece that has a thesis (an assertion) where you try to convince your audience of its validity. Persuasion is a much broader term than an argument. It is an act of persuading or influencing the other party through the art of speech or writing. Persuasion has a connotation of encouraging someone to believe in what one is saying through might and vigor of voice but it doesn't need to be forceful, it can also be gentle. Many believe that a gentle persuasion is more effective than a persuasion with coercion.



In persuasion, no contradictory view exists because your sole intention is to move your audience to action. An example is when you are trying to sell a product; you have to persuade the customer in order to purchase your product without any conflicting points of view that paves argument between you and the customer.

Persuasive paragraphs are basically made up of two types of statements, the statement of fact and the statement of opinion. These two must be used carefully that facts will not be compromised with opinions. The writer should have a clear grasp of the difference of the two that facts are statements that can be proven while opinions are statements that can be supported but not proven.

#### **Fact**

This is the most reliable type of information because it can be verified or proved true by objective means. When we say objective means, we refer to specific and concrete ways to prove a statement is a fact.

Example:        There is a pelican at the adventure park of Port Moresby. (You can go and see to prove that there is a pelican there.)





## Opinion

This kind of information cannot be proved true or false by objective means but opinions may be valid or reliable even if they are not verified because they are based on personal experiences and beliefs.

Example: Pelicans can be friendly to people.  
Pelicans are getting extinct.  
(This can be supported by organizations on conservation of wild life)



### Learning Activity 20

**Identifying Facts and Opinions. Instructions: Read each sentence below then state whether each sentence below is a fact or an opinion. If in doubt verify it at the library or with a reliable source. Write the word Fact or Opinion on the blank before each number.**

- \_\_\_\_\_ 1. Recycling is not worth the expense.
- \_\_\_\_\_ 2. The Papua New Guinea's Birds of Paradise are now an endangered species.
- \_\_\_\_\_ 3. Papua New Guinea is producing its own fuel.
- \_\_\_\_\_ 4. Toxic wastes have been often been disposed to populated areas.
- \_\_\_\_\_ 5. Cutting down forest diminishes the oxygen supply in the air.
- \_\_\_\_\_ 6. Hamlet is Shakespeare's longest play.
- \_\_\_\_\_ 7. Children today are subject to greater stress than those in earlier times because fewer live with both natural parents.
- \_\_\_\_\_ 8. Tom Cruise is the most handsome actor in Hollywood.
- \_\_\_\_\_ 9. South Pacific Games was the most awaited event by all Papua New Guineans this year.
- \_\_\_\_\_ 10. Many men in uniform in the country lack discipline.

Check and compare your answers with the answers provided after this unit.

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The sample essay that you will study and analyse on this page is an excerpt of a persuasive essay written by a student named Jesse G. from Ardsley from New York.



# Sample Persuasive Essay

## To Drill or Not to Drill?

By: Jesse G., Ardsley, NY

The writer sets up the issue.

The Arctic National Wildlife Refuge is home to caribou, moose, musk oxen, wolves, foxes, grizzlies, polar bears and migratory birds. Leaders in the oil industry believe the refuge is the perfect site for the "environmentally sensitive exploration" of oil. Environmentalists are wondering: What will become of the wildlife?

The writer includes a title in the form of a question.

The writer briefly states the different opinions on the issue or topic.

President George W. Bush, oil-industry leaders and others believe that Americans will benefit from the oil that lies under the snow-filled surface of the refuge. In their opinion, the oil will help reduce high fuel prices and decrease our need for oil from other countries.

The writer explains the opposing viewpoint.

The writer provides facts to support his or her opinion.

I believe the cost of such drilling is too high. I agree with environmentalists who fear that drilling will disturb the migration of more than 130,000 caribou. Each spring, the caribou travel 400 miles to give birth on the coastal plain. In this area of the refuge, there are fewer predators. In addition, experts say that the oil in the area adds up to less than a six-month supply. Is such a small amount of oil worth the risk drilling poses to these animals?

The writer explains his or her opinion.

The writer provides a suggestion about how to solve the problem.

Americans are the largest consumers of oil. Instead of drilling for oil, we should decrease our need for foreign oil simply by using less. We must all work together to cut back on the oil we use in order to preserve the wildlife of the Arctic National Wildlife Refuge.

The writer ends his or her paper with an appeal to the reader to help solve the problem.



### Learning Activity 21

Read the questions below. State your answers based on the sample persuasive essay above. Write your answer on the blank provided for you. Your answers must be written in complete sentences.

Let's Test your Understanding!

1. What are the two opinions stated in the essay?  
\_\_\_\_\_
2. Did the writer state possibilities in relation to the subject matter? If there is any, what possibility is it?  
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3. What fact is provided to support his opinion?  
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4. What problem is shown in the essay?  
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5. Are there solutions presented for the problem? Discuss each.  
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Check and compare your answer with the answers provided after this unit.

### Persuasive Writing Techniques

All writers have their own techniques in writing; however, persuasive writers do use techniques that all of them may be using. Writers write with good reasoning, ethics, or a well thought out emotional appeal aren't enough – they must be presented in a manner that guarantees that the message is clearly understood and absorbed by the reader. The following techniques are just some of the tricks persuasive writers reliably use.

- **Repetition** Not only must a point be made several times in order to be persuasive, but it must be made in different ways. The repetition makes it stick in their head, and the different approaches keep the subject matter always new instead becoming a boring one.
- **Consistency** It is being stable and focused on the subject matter, consistency in the message makes sure the writer appears credible and rational, as well as being easier for the reader to understand since there is one direction of the essay.
- **Social Proof** This technique appeals to those that are concerned what other people think, not only about them, but about the subject being discussed. Used delicately,



as opposed to blatant name dropping, this can be a powerful tool as having proof from the people and the society is what many believe into.

- **Agitate and Solve** This technique is meant to create empathy in the reader. The writer first stirs the reader by mentioning a problem that will get a reaction, then tells the reader that they understand and are able to solve it.
- **Prognosticate** Another technique built on author credibility. This shows the ability of the writer to predict and this idea convinces the reader that if current events continue into the future, this is what we will be dealing with. In order to be effective, the writer should have enough knowledge about the subject matter.
- **Tribe Mentality** This is the idea that people who want to belong to a larger group will always hold true, and will remain an effective technique of persuasion. People will always want to be part of the group that's cool, or rich, or green, etc.
- **Storytelling** Many writers and speakers do use this technique since all other persuasion techniques culminate in this one. If you can skillfully blend other techniques while simultaneously telling a compelling story, you'll be the most persuasive person on the block.



### Learning Activity 22

**Instructions:**

- Think of a topic where you and your friends have different thoughts about.
- Make a research about it then write a paragraph that will lead your friends to agree with you.
- Use the strategies that are presented in this lesson.
- Write your paragraph on the space provided.

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

Writing a persuasive essay has a serious tone compared to writing travel and adventure accounts since they convey fun, enjoyment, and personal moments. However, adventure does not always indicate fun, it may also imply danger, pain, or suffering or even death.

The next topic you will be studying will be on travel and adventure.

### 12.3.2.6 Travel and Adventure

“...Two roads diverged in a wood, and I – I took the one less traveled by, and that has made all the difference.”  
– Excerpt from Robert Frost’s poem “**The Road not taken.**”-

**Traveling** is an enjoyable activity as it leads you to different journeys in life. This life itself is a journey. We travel, encounter many things until we reach our destination. People choose their own path which leads everyone in diverse destinations. **Traveling** is being willing to encounter adventures in life. **Adventures** are experiences that are unusual, exciting or dangerous. So if a person loves adventure then he is ready to take risks or take any action for personal advantage.



#### Learning Activity 23

**Read the article carefully and answer the 10 comprehension questions. Before writing your answers on the blank provided, you have to make sure questions are well understood. Write your answers in complete sentences.**

This passage is written by **Bill Bryson** who is a world-famous travel writer. A few years ago, he travelled to Australia and his heart was captured by the place. He knew there were dangers but his love for the place has made him travel down under. In his travel he was able to write what he has experienced and now it is here for you to read and learn from.



### Death by Lethal Seashells

Palm Cove was lovely – really quite astonishing so. It was a purpose – built village inserted with some care into a stretch of tropical luxuriance beside a curving bay. On one side of the beachside road stood low-rise hotel and apartments, a few cottages and a scattering of bars, restaurants and shops, all discreetly obscured by palms, spreading fronds and flowering vines, and on the other was a palm-lined walk overlooking a smooth, golden beach and the sea.

Our hotel was, in everything but name, setting and price, a motel, but it was friendly and overlooked the sea. We claimed our rooms, then went for a walk along the beach. A few other people were strolling over the sand, but no one was in the water, for a very good reason. It was the height of the season for box jellyfish, also known in Queensland as marine stinger, or just stingers. By whatever name they go, these little bubbles of we are not to be trifled with. From October to May, when the jelly fish come into shore to breed, they render the beaches of the tropics useless to humans. It is quite an extraordinary thought when you are standing there looking at it. Before us stood a sweep of bay as serene and inviting as you would find anywhere, and yet there was no environment on earth more likely to offer instant death.

“So you’re telling me,” said Allan, for whom all this was new, “that if I waded into the water now I would die?”

“In the most wretched and abject known to man,” I replied.

“Jesus,” he muttered.

“And don’t pick up any of the seashells,” I added, stopping him from leaning over to pick up a seashell. I explained to him about coned shells – the venomous creatures that lurk inside some of the handsomest shells, waiting for a human hand to sink their vile pincers into.

“Seashells will kill you?” he said. “They’ve got lethal seashells here.”

“There are more things that will kill you up here than anywhere else in Australia, and that’s saying a lot, believe me.”

I told him about the cassowary, the flightless, man-sized bird that lives in the rainforests, with a razor claw on each foot with which it can slice you open in a deft and appallingly expansive manner; and the green tree snakes that dangle from branches and so blend into the foliage that you don’t see them until they are clamped onto a facial extremity. I mentioned also the small but fearsomely poisonous blue-ringed octopus, whose cress is instant death; and the elegant but irritable numb ray, which moves through the water like a flying carpet discharging 220 volts of electricity into anything that troubles its progress; and the loathsome, sluggish stonefish, so called because it is distinguishable from a rock, but with the difference that it has twelve spikes on its back that are sharp enough to pierce the

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sole of a sneaker, injecting the hapless sufferer with a mototoxin bearing a molecular weight of 150 000.

“And what does that mean exactly?”

“Pain beyond description followed shortly by muscular paralysis, respiratory depression, cardiac palpitations and a severe disinclination to boogie. You might similarly be discommoded by firefish, which are easier to spot but no less hurtful. There’s even a jellyfish called the snottie.”

“You’re making all this up,” he said but without conviction.

“Oh, but I’m not.”

Then I told him about the dreaded saltwater crocodile, which lurks in tropical lagoons, estuaries and even bays such as this one, leaping from the waters from time to time to snatch and devour unsuspecting passers-by.

Let’s Check your Understanding!

1. What is the tone of the first paragraph? Give evidence to support your view.

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2. How does the tone change in the second paragraph?

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3. What is Bill Bryson’s purpose in this passage?

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4. Who do you think would want to read Bryson’s *Down Under*?

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5. What does Bryson achieve by describing for the reader his conversation with Allan?

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6. What does this passage reveal about the character of Bryson himself?

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7. Do you think Bryson is obsessed with the dangers of Australia? Why?

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8. What are the features of this passage that identify it from travel writing?

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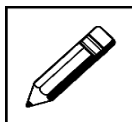
9. What comments would you make about the language features of this passage?

\_\_\_\_\_

10. Did you enjoy reading this travel account? Why?

\_\_\_\_\_

Check and compare your answer with the answers provided after this unit.



**Learning Activity 24**

- Think about a trip or adventure you have had.
- Write that personal travel and adventure experience.  
After writing, create an advertisement for that place that you have visited.
- Write on the space provided for you.

**Start writing here:**

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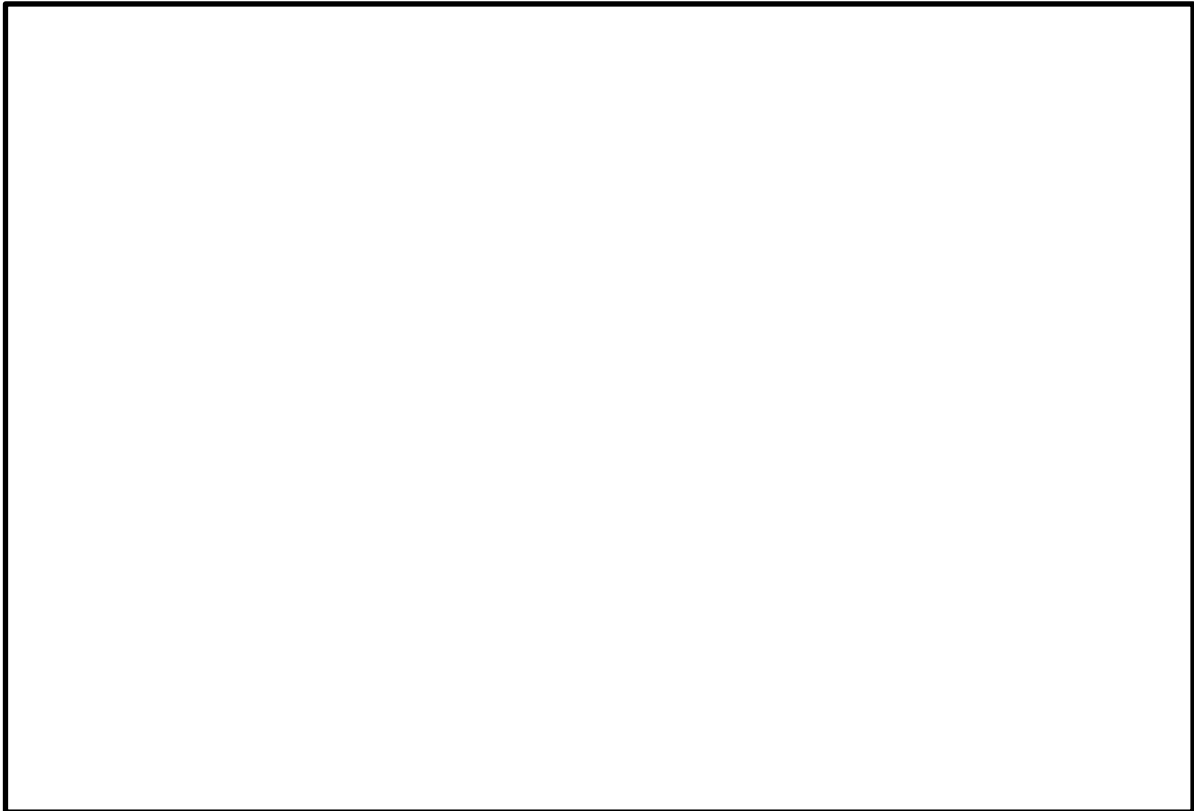
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**Your advertisement below:**



In every institution, we cannot put away the reality that people gather together to talk over things everyone is concern about. In formal type of meetings, there are people who are in-charge of making sure the meeting is organized, controlled and smooth flowing.

Not everyone is gifted to chair a meeting but it can be developed once you know the roles of a meeting's chairperson and how a meeting should go. It is also not easy to take note of all the issues/topics tackled in the meeting but knowing how to take minutes will make you one who will be confident that you can take all topics and comments with efficiency.

### **12.3.2.7 Chairing Meetings**

**Meeting** is a conference or an assembly of people for the purpose of talking or sharing of knowledge and opinion on a set agenda. A meeting can be done in an informal manner like a meeting with friends in a coffee shop where you gather together and share stories and lessons learned. On the other hand, a formal meeting requires a set of agenda, a chairperson and scribe to write the minutes of the meeting and it follows a certain procedure.

A good chairperson helps the meeting to run smoothly and efficiently. The person who chairs a meeting can sometimes be referred to as the 'facilitator'. How can the meeting be managed well? Below are some points to help one chair a meeting.

**A good chair will make sure that:**

- all the business is discussed
- everyone's insights are heard
- clear decisions are reached
- the meeting starts and finishes on time.

In addition, a good chair:

- always be thinking about the meeting overall, not just the topic under discussion. This can make it more difficult for you to participate in the discussions.
- always aim to draw a balance between hearing everyone's views and getting through the business. Control views being brought so as not to stray away from the topic.
- **never** use his/her position as an opportunity to put forward his/her own views to the exclusion of others, or to dominate the meeting. Instead, the chair is the moderator or the facilitator of the meeting.

A successful meeting requires the cooperation of all the members of the meeting. We have to remember that the success of a meeting does not only depend on the chair but on everyone in the conference since a chair cannot do all things like a superhero.

Chairing a meeting is not an inborn talent but it is something everyone can learn. Each one may observe those who are chairing meetings and learn from the procedures they follow, and the behaviour of each one in the meeting room.

**The meeting Process****1. Before the meeting**

Chairing a meeting requires preparation. Part of preparation is thinking or studying the agenda you have and what possible things may arise in the meeting as well as how you should handle the meeting.

Ask yourself the following questions in advance in preparation for the meeting:

- Why is the meeting happening?
  - What will you discuss at it?
  - Do you want speakers? Or No?
  - Do you need to get more information to inform the discussion?
  - Do you want to ask someone to prepare an introduction?
  - Do you want to distribute any information in advance of the meeting?
  - How would you like the meeting to conclude?
-



As was mentioned above, the chair is not a superhero and so he/she needs help from a secretary or the scribe to think about possibilities in the meeting and how the meeting should proceed.

## Agenda

*Writing term:*

An **agenda** is simply a list of the things you want to discuss in your meeting. It is a useful guiding tool in making sure you cover everything you need to at the meeting. However, it can only be helpful if the agenda is clear and definite.

In conducting meetings, you have to make sure that it is not too long (longer than two hours) and disorganized for it will cause frustration and bad experience to the people. Avoid making topics go round and round as that usually causes inconvenience and losing of momentum and interest among the attendees of the meeting. This means that timing is important, that all things in the list must be discussed with good timing.

If the agenda is done within two hours or shorter, this shows and strengthens the value and organisation of the meeting.

### 2. At the start of the meeting

Make everyone comfortable and welcome in the meeting.

Here are a few tips:

- Assign someone to welcome everyone who comes in the meeting. Let not anyone feel ignored as they come in to the venue.
- Provide the necessary documents everyone in the room needs for the meeting. Example is the previous meeting minutes and the agenda.
- Do introduce yourself as the chair of the meeting and other assigned speakers.
- Having every member of the meeting give a little introduction of themselves is a good way of building group spirit. This is applicable if there are only few members of the meeting.
- Let everyone in the meeting room know what things to be discussed.

### 3. Running the meeting

Running a meeting is not simple especially if it is a big meeting. To attain order and success, there must be a set of rules to adhere to. This will serve as a guide for everyone to follow as the meeting proceeds.

However, setting of rules depends on the kind of group you have in the meeting. You need to work out the rules that suit your group, but here are some that are commonly used:



### Examples of meeting rules

- Ask people to speak **'through the chair'**. This means putting your hand up if you want to speak, and waiting for the chair to say it's your turn.
- **Don't interrupt** other people to show courtesy.
- **Stick to the item on the agenda.** The agenda is a list of points that everyone should only discuss in the meeting.
- **Don't talk amongst yourselves.** Talking among yourselves while the chair is talking is a show of lack of self-discipline and respect.
- **Respect other people's views** – don't groan or pull faces when someone else is speaking. Wait until they've finished and then put your point of view calmly and politely.
- Keep contributions **short and to the point.**
- **Start and finish the meeting on time.** Discipline is also shown on how time is managed.

**Remind the people in the meeting room about the rules whether these attendees are old or new ones.**

#### 4. Presiding the meeting

A chairperson does not just stand in front, introduce himself/herself and the people in the meeting room then proceed with the agenda. There are main roles that a chair should carry out and these are as follows:

- Accomplish the meeting on time without missing out any point stated in the agenda.** Remember that you facilitate, not dominate the meeting. Listen to everyone but facilitate the time each would like to speak and the ideas they are bringing out. As was said, ideas must always be in-line with the agenda.
- Firm with his words.** The chair must maintain credibility and firmness in the meeting to avoid manipulation of influence from the hard people in the meeting.
- Involve everybody in the group.** Every member of the meeting is important and they all have the right to get involved. Let their ideas be heard and be part of the decision the group makes.
- Ends with clear decisions.** Reaching a decision must be crystal clear that everyone understood what is agreed upon.

#### Here are some tips in coming up with decisions:

- Listen carefully to the discussion and write down key points.
- At the start of a discussion, remind people what the issue is, and what decisions need to be made.
- See if you can pull together the points people are making and suggest a constructive way forward. For instance, you might begin 'It seems we agree that...'



- If there are two or three different points of view, try to summarise each one and present them clearly to the meeting.
- Before you move on to the next item, go over what has been agreed. This is a way of checking you did all agree the same thing, and helps the minute-taker to get a clear record.
- Before you move on, check that you've decided who will do whatever it is you've agreed on. If you don't, either nothing will happen, or the person who always does everything will end up with yet another task.
- Don't assume silence means agreement. Make sure people have been able to say what they think.

**Dealing with difficult people in the group.** In a group, there is always a difficult person involve and when we say difficult people, we refer to people who wants to talk a lot, who insist on what they want, and those who think they know everything and that they are the excellent ones in the group.

This kind of people can be controlled in the meeting if the chair did not fail to reiterate the meeting rules to counter such behavior. The chair must do the following:

- Be firm and consistent – don't allow difficult people to get away with things and then come down hard on people you find easier.
- When two people get into a heated discussion, summarise the points made by each, then move the focus away from the individuals by asking what other people think about the issues.
- When someone keeps repeating the same point, assure them that their point has been heard, and then turn the discussion back to the group.
- If someone is continually criticising try to turn the question back to them, for instance "what suggestions do you have for how this could be improved?" or "what would you do in this situation?"
- On rare occasions you may have to deal with someone who is really disruptive in a meeting, and won't listen to any of your helpful suggestions. If this happens, try asking the group for support – e.g. 'do people want to spend more time on this discussion or move on to the next topic?' This will make it clear to the person involved that everyone, not just the chair person, wants to move on.

## 5. Evaluating the Meeting

It is always good to make an evaluation about the meeting in order to know where to improve for the next meeting. This can be done by getting feedback and suggestions from the members of the group.

If it is a big public meeting, you might want to have comments or suggestion forms for people to fill out at the end of the meeting.



Below is an example of meeting minutes.

### **Sample of Board Meeting Minutes**

#### **CG Foundation**

(Board Meeting Minutes: 17 July, 2014)

(7:00 pm, CG conference Room)

#### **Board Members:**

Present: Bhata Bhattacharia, Jon White Bear, Douglas Carver, Elizabeth Drucker, Pat Kyumoto, Jack Porter, Mary Rifkin and Leslie Zevon

Absent: Melissa Johnson

Quorum present? Yes

Others Present:

Exec. Director: Sheila Swanson

Other: Susan Johns, Consulting Accountant

#### **Proceedings:**

- *Meeting called to order* at 7:00 p.m. by Chair, Elizabeth Drucker
- (Last month's) meeting minutes were amended and approved

#### · *Chief Executive's Report:*

- Recommends that if we are not able to find a new facility by the end of this month, the organisation should stay in its current location over the winter. After a brief discussion, the Board agreed.

- Staff member, Jackson Browne, and Swanson attended the National Practitioner's Network meeting in Atlanta last month and gave a brief extemporaneous presentation. Both are invited back next year to give a longer presentation about our organization. After brief discussion, Board congratulated Swanson and asked her to pass on their congratulations to Browne as well.

- Drucker asserts that our organization must ensure its name is associated with whatever materials are distributed at that practitioner's meeting next year. The organization should generate revenues where possible from the materials, too.

- Swanson mentioned that staff member, Sheila Anderson's husband is ill and in the hospital. MOTION to send a gift to Anderson's husband, expressing the organization's sympathy and support; seconded and passed.

#### · *Finance Committee report* provided by Chair, Elizabeth Drucker:

- Drucker explained that consultant, Susan Johns, reviewed the organization's bookkeeping procedures and found them to be satisfactory, in preparation for the upcoming yearly financial audit. Funds recommends that our company ensure the auditor provides a management letter along with the audit financial report.



- Drucker reviewed highlights, trends and issues from the balance sheet, income statement and cash flow statement. Issues include that high accounts receivables require Finance Committee attention to policies and procedures to ensure our organization receives more payments on time. After brief discussion of the issues and suggestions about how to ensure receiving payments on time, MOTION to accept financial statements; seconded and passed.

· *Board Development Committee's report* provided by Chair, Douglas Carver:

- Carver reminded the Board of the scheduled retreat coming up in three months, and provided a drafted retreat schedule for board review. MOTION to accept the retreat agenda; seconded and passed.

- Carver presented members with a draft of the reworded By-laws paragraph that would allow members to conduct actions over electronic mail. Carver suggested review and a resolution to change the By-laws accordingly. Kyumoto suggested that Swanson first seek legal counsel to verify if the proposed change is consistent with state statute. Swanson agreed to accept this action and notify members of the outcome in the next Board meeting.

· *Other business:*

- Porter noted that he was working with staff member, Jacob Smith, to help develop an information management systems plan, and that two weeks ago he (Porter) had mailed members three resumes from consultants to help with the plan. In the mailing, Porter asked members for their opinions to help select a consultant. Porter asked members for their opinions. (NOTE: Zevon noted that she was also a computer consultant and was concerned about conflict of interest in her Board role regarding this selection, and asked to be ABSTAINED from this selection. Members agreed.) The majority of members agreed on Lease-or-Buy Consultants. MOTION to use Lease-or-Buy Consultants; seconded and passed.

- Swanson announced that she had recently hired a new secretary, Karla Writewell.

· *Assessment of the Meeting:*

- Kyumoto noted that the past three meetings have run over the intended two-hour time slot by half an hour. He asked members to be more mindful and focused during discussions, and suggested that the Board Development Chair take an action to identify solutions to this issue. Chair, Carver, agreed.

· Meeting adjourned at 9:00 p.m.

· Minutes submitted by Secretary, Bhata Bhattacharia.





**Learning Activity 25**

**Instructions:**

- Write the meeting agenda based on the content of the meeting minutes above
- Write your answer in the box below
- Remember, you have to make the agenda clear and easy to understand

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The next section of this module is additional pieces of knowledge on how to be more persuasive as you learn different techniques. You will also come to know that advertisements are not just made in a simple manner and just there to promote the product. Have you ever tried a product because the advertisement was really cool but when you tried it, it was just nothing? You are prompted to avail such product because of the power of persuasion.

**12.3.3 PERSUASIVE WRITING 2**

**12.3.3.1 Introduction to Propaganda Techniques**

**Pre-discussion activity:**

History tells us that beauty and youth are things most women desire. Like Cleopatra, she uses herbs to maintain her youthful beauty. These days, cosmetics companies use beautiful faces to persuade its audience that their products really work well in keeping one’s face looking young and beautiful just like what is in the photo below. The question is this advertisement really telling the truth? Will it have the same effect to everyone who will use it? Will it really erase the wrinkles on the skin and the dark patches on the face as shown in the picture?



The effect of using cosmetics to look younger than the woman's actual age.

**Propaganda** in advertisements are really attention takers and so believable or persuasive. They use image and words that will carry the people away and encourage them to buy a product or a service and patronize them. Propaganda can either destroy another and promote its own or just to promote the product and make the people believe it. Propaganda is a form of persuasion used to influence people's attitude and points of view, beliefs and behaviours. Propaganda has two purposes in spreading of ideas and these are to either help or destroy an institution, a cause, or a person. Some propagandas are made to destroy an opponent and others are made to uplift and promote their allies.

**Note: Review the 7 propaganda techniques from pages 73 – 79 of this chapter.**



#### Learning Activity 26

- Analyse the advertisements below and interpret what they are trying to tell to its audience.
- Observe the images, words, colours used in the advertisements in order for you to make a good interpretation.
- Put your interpretations in a paragraph.
- Write your paragraph on the space provided.





**Write here:**

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Check and compare your answers with the answer provided after this unit.

### **Types of Advertisements**

- 1. The Demo.** This is a visual demonstration of a product's capabilities. One example is a stain remover product. They will show a demo on how the product can easily remove stains.
  - 2. Show the need or problem.** This type will show the audience that something is not good or updated in the consumer's life. Then the advertisement will show a solution to it.
  - 3. Symbol analogy or exaggerated graphic.** This is similar with number two. The symbol or graphic will represent the problem. Example is the problem on flu. The advertisement will show that the man's flu will make him look like a reindeer or a sick ogre. When he takes the product being advertised, he will return to his original form.
  - 4. Comparison.** This type shows that the product being advertised is more superior to those of its competitors.
  - 5. Exemplary story.** This advertisement creates a narrative that helps illustrate the product's benefit.
  - 6. Tell it.** This is also known as the testimonial type. A person will share their experience about the product as part of their strategy in promoting their product.
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7. **Ongoing characters and celebrities.** They use popular characters to promote their products in order to help the viewers retain the brand of the product because they know the person who promoted the product.
8. **Parody or borrowed format.** This is popularly used these days maybe because pop-culture has become popular. Recent ads have parodied movies, TV shows and even other ads.

In the previous part of this module, propaganda techniques in advertisements and political speeches are learned. In this section, you will be learning the purpose of propaganda and the kinds of propaganda people use to win others.

### 12.3.3.2 The Purpose of Propaganda

“The conscious and intelligent manipulation of the organized habits and opinions of the masses is an important element in democratic society. Those who manipulate this unseen mechanism of society constitute an invisible government which is the true ruling power of our country.”

– Edward Bernays -

*Writing terms*

**Propaganda.** This refers to ideas or statements that are deliberate and systematic in nature to influence and change public perceptions, manipulate behavior and to control behavior of its audiences. Most of the time propaganda is exaggerated or false. On the other hand, propaganda is not all a negative word since there are propagandas written or spoken for a good and right purpose and that is to deliver the truth with concrete proof. Its ultimate goal is to control public opinion and to manipulate behavior.

**Propagandist.** This is the person who creates and spreads propaganda.

Propaganda was not very common but it reaches its usefulness until these days from the World War II. From this period, the three types of propaganda were developed and they are the white, gray and black propaganda. How are they different from each other?

#### Types of Propaganda

1. **White propaganda** contains accurate information and this information comes from correctly and openly identified sources. This type of propaganda uses gentler methods of persuasion compared to the gray and black.
2. The **gray propaganda** has sources; however, the accuracy of information is not certain. Its purpose is to advance its viewpoint that are in the interest of the originator but that would be more acceptable to target audience despite the official statements being usually untrue.

3. Lastly is the **black propaganda** where the source of information is concealed or misattributed. All of these forms of propaganda appear in many different materials such as leaflets, stamps, letters, post cards, sculptures, and many more.



### Learning Activity 27

Now, based on the definitions made on the different types of propaganda, read and try to identify the examples below. Indicate which example is a white propaganda, a gray propaganda or a black propaganda. Write your answer on the blank provided before each example.

#### Example # 1: Helping the war effort

*The Ministry of Information* was charged with keeping up public morale. This was a time when the changing nature of warfare demanded that civilian populations contribute to the general war effort.

But it was not just a question of getting support for the war and keeping people's spirits up. Given that most fit adults – that is, men – were away fighting, there were jobs to be filled in the factories, in the mines, and on the land. People were even needed to drive buses and ambulances.

Propaganda encouraged people who had never been employed before – many of them women – to work and 'do their bit' to help the economy and the war.

#### Practical advice

*Ministry of Information* publications also gave the public practical advice – for instance, on how to construct air raid shelters, 'dig for victory' and 'make do and mend'. However, many of the Ministry's campaigns were regarded as patronising, and became an irritation to the public – quite the opposite of what was intended.

#### Example # 2: Stamps

Commemorative stamps from the 1936 Berlin Olympics

Postage stamps have often been more than just a convenient way of paying for postage and this was particularly so during the Olympic Games of 1936. In line with the importance of the Olympic ideals, special postage stamps and postcards were issued. These included eight denominations of postage stamps and two postcards for the Games in Berlin, and two special postcards



Stamps for the Berlin Olympics.



for the Olympic yachting competition at Kiel.

The stamps depicted athletes who were tall, blond, white, Aryan men and women. The stamps in the pictures here can be seen to have been used during the Olympic Games itself. All over the city of Berlin the German Reich's Post (Post Office) placed almost 200 cancelling machines where those who had purchased the commemorative stamps could have them cancelled (stamped) with the date and location. The stamps pictured here were cancelled on 15 August 1936 at the Berlin Olympia Stadium.

The huge crowds who filled the special post offices on all contest sites wished for the most part to buy Olympic postage stamps and have them cancelled. Before and after the competitions, there was reported to have been an incredible rush at certain special post offices.

There was a massive increase in the number of letters sent, due to the crowds of visitors from outside Berlin attending the Olympic Games. In order to deal with the extra mail, numerous letter boxes were installed at the Reich Sport Field, its entrances, and at the other competition sites. The mail collected from these letter boxes was given the appropriate cancellation and taken to the competent Berlin letter sorting offices. Additional night collections were made from all street letter boxes in Greater Berlin. The total number of outgoing letters from August 1st to 16th, the period of the Olympic Games, was 102,000,000, which was 17,000,000 more than the normal number.

**Example #3:**

**'Le Monde sait aujourd'hui que les Fascistes ...'**

('The world now knows that the Fascists ...')

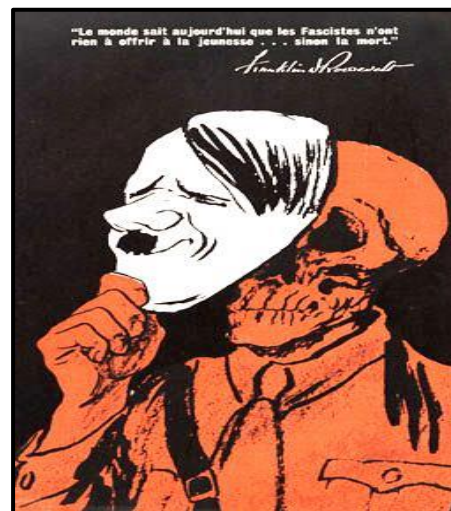
The leaflet was dropped over Nazi-occupied territory by an American bomber. It carries a message from Franklin D Roosevelt, US President:

'The world now knows that the Fascists have nothing to offer youth ... except death.'

**Published: 1943**

**NLS shelfmark: Dep.370**

Check and compare your answers with the answers provided after this unit.



Knowledge will let us know whether things said are true or not. It is always a good thing to have knowledge of these techniques in creating propaganda for us not to just believe on what they are saying. With knowledge, we can study and scrutinise the kind of information we are looking at or we encounter on a daily basis.

The people in these days' society must be wise enough not to just accept every propaganda. With knowledge about propaganda techniques, people cannot be easily persuaded and be victims of some fallacious statements.

These days, we see how politicians advertise themselves just to win the people and just to win the election. This lesson will be leading you to know more about political advertising and how they are created.

### 12.3.3.3 Political Advertising

**Political advertisement** is a kind of advertisement or public notice that pertains to the government, the politicians and their political agenda and propaganda. This may or may not be harmful to the society dependent on the content of the advertisement and its purpose.

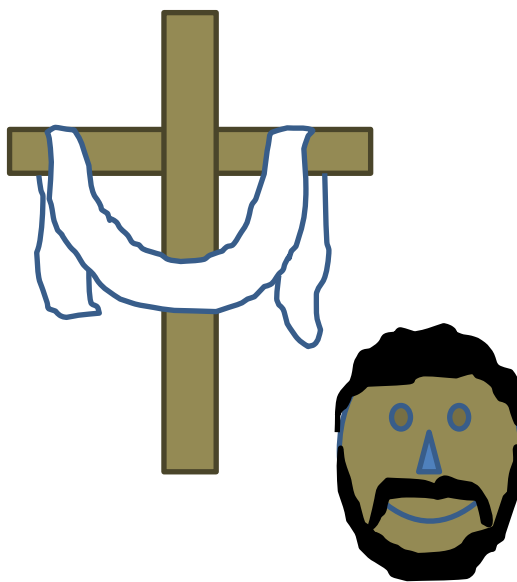
Political advertisement may come in different forms through different media such as posters, printed media, television, radio, and many more.

#### Goals of political advertising

The goal of political advertising is to reach a large audience as they possibly can, and get pieces of that audience motivated and educated enough to vote.

Below is an example of a political advertisement:

On this advertisement, according to most citizens of Papua New Guinea, they have observed from PNG's politicians that they make tricks through their political advertisements by using the name of Jesus or religion. Just like this advertisement, a politician's face is shown together with the cross and the slogan below the figures. They do these in order to gain approval from as many voters as they can.



**PNG: We can make change in Jesus.**

#### Suggested procedure in creating a political advertisement

**One:** Create a short but catchy dialogue or script for the advertisement. You have to make a dialogue that will last for less than a minute. To check how long it is, you have to read it like what you do in an actual conversation and time it.

**Two:** Break the script into nine parts and write the words below the appropriate screen provided on the worksheet. Remember the words will explain what is seen, or explain the issue.



**Three:** Create the visual images for each portion of the dialogue. What will be shown in each scene? Sketch in your illustrations.

**Four:** Complete the final copy storyboard. This must be completed neatly, with black pen or colored markers, and with dialogue printed or typed.

**Five:** On a separate sheet of paper, create a written summary that includes:

- The issue
- Your position/viewpoint
- The producers of the advertisement
- Timing of advertisement
- Propaganda techniques used, and how the advertisement shows them

**Six:** Attach your summary to the final copy of your Storyboard.



### Learning Activity 28

Now, you are going to create your own political advertisement following the six procedures suggested above. You can use any medium such as posters, a printed advertisement on paper, or a slogan to make your advertisement as persuasive as you want it to be. Do your advertisement on the space below.





Check and compare your answers with the answers provided after this unit.

We cannot say that political advertisements are all original from a certain locality. Some of them are influenced by practices seen and experienced in other places. Adapting to such kind is a way of becoming a part of a society and becoming a part of people's way of life.

This will also give us an idea that this process does not only happen in politics but in other fields.

The next lesson will give you more understanding on learning new cultures through enculturation.

### **12.3.3.4 Enculturation**

#### **Enculturation**

It is the process through which we learn about the culture of where we live in. Through enculturation, we learn what behaviors, values, language, and morals are acceptable in our society. We learn by observing other members of our society, including our parents, friends, teachers, and mentors. Enculturation provides a means for us to become functional members of our society. Therefore, enculturation is not an instant change but is a gradual acquisition of the characteristics and norms of a culture or group by individuals or by another culture. An example for this is the adaptation of Christian liturgy to a non-Christian cultural background.

#### **Colonialism**

It is the policy during the past of acquiring colonies through invasion and making them dependent to the colonizer. This has a great influence to every country and people that have tried its sting. Colonialism does not promise all the good but based on history, all countries that were colonized experienced difficulty and punishment in their very own land. When the colonisers left, they also left their influence to our people which until now are being practiced.

Let us look at Papua New Guinea. Countries like the Britain, Germany and Japan colonised our country. What are those things that they have left to us? To our country?

#### **PNG Society after Colonialism**

One aspect of Papua New Guinea that is affected by colonialism is shown in the passage written by Tom O'Lincoln. Read the passage below and figure out which aspect of Papua New Guinea and its people is being affected.



Read the article on Australian colonialism. Understand the Learning Activity 29 the article and the important incidents that took place. After reading, answer the comprehension questions that follow.

### Australian Colonialism in Papua New Guinea

07 August 2013 | Tom O'Lincoln



Papua New Guinea during WWII.

In the earliest days of colonisation, Australia was a spearhead for the British Empire. But in the 1850s, gold rushes caused economic boom. The accumulated wealth began seeking outlets in the surrounding region, giving rise to an expansion drive. The colonists themselves became imperialists. Very keen ones.

Queensland Premier Thomas McIlwraith sent a party led by a police magistrate to raise the flag in Port Moresby in April 1883, hoping to force Britain to annex New Guinea. While this failed, by 1914 the Melbourne *Age* soon decided it was time to take New Guinea from the Germans:

“We have long since realised that we have a Pacific Ocean destiny... By virtue of the European war an unexpected path has been opened to the furtherance of our ambition [to lay down] the foundations of a solid Australian sub-empire in the Pacific Ocean...”

For most people, the carnage of World War I was a tragic waste; Australian Prime Minister Hughes made the toll of fallen soldiers into bargaining chips at the Paris peace conference. Having invested so many Australian lives, he used them to great effect, demanding control of all the South Pacific islands taken from Germany. This was about both territory and race. Hughes fought for creation of a special “C-class” League of Nations mandate, to cover what is now Namibia and (the key thing for Australia) Pacific islands. Under this mandate, the



occupying power would be able to impose its own laws, including “white Australia”-style immigration controls. A great triumph for Western Civilisation.

Australia’s main prize from the war was the New Guinea mandate, in effect making the territory an Australian colony. Deputy Prime Minister Joseph Cook hoped the new conquest would be full of “great resources”, perhaps including oil. When Canberra acknowledged it also had responsibilities, this took the form of Senator Matthew Reid’s words: Australia must treat local peoples “like grown-up children”.

### **Systematised oppression**

While the division of the spoils was being finalised, the Australian military ruled New Guinea from 1914 to 1921. Historian Derick Scar says they “were able to flog freely” and did not hesitate to “shoot pretty much at random when whites were killed by New Guineans”. After 1921, the Mandated Territory Administration took a liberal view of hangings. Some 65 executions had taken place by the time Japanese troops arrived in 1942.

In the course of the Second World War, Canberra sought to project power throughout the Asia-Pacific. Critics have asked whether Australian commander in chief Thomas Blamey’s late offensives in the islands were necessary, since they cost lives without bringing Japan’s surrender any faster. This is to mistake much of their purpose. In addition to restoring colonial rule, they were important for Canberra’s strategic position. Blamey told the government:

“Were we to wait until Japan was finally crushed, it would be said that the Americans, who had previously liberated the Philippines, were responsible for the final liberation of the natives in Australian territories, with the inevitable result that our prestige, both abroad and in the eyes of the natives, would suffer much harm.”

The “natives” had already seen what white rule was like. Under the Native Regulations and Ordinances in Papua, according to former district commissioner David Marsh:

“A native wasn’t allowed to drink [alcohol]. He couldn’t go into a picture show with Europeans. When walking along the footpath the native was expected to move aside. We had the White Women’s Protection Ordinance which more or less said that if you smiled at a white woman it was rape ... They also had a Native Women’s Protection Ordinance which seemed to say something quite different, and didn’t mean much anyway.”

In 1929 black workers in Rabaul struck for higher pay. Astonished to find themselves without breakfast, white mastas were outraged. “My coon’s not here”, complained one; another grumbled that there was “no response from the slave ... the Government ... is disgustingly lenient with the natives ... why, the only thing a native understands is a beating.” White police put the strike leaders on trial, and a white magistrate jailed them.



### Wartime resistance

There was resistance during the war too. Historian Ian Powell quotes a man called Emboge, from near Popondetta in New Guinea, who tried collaborating with the Japanese but then moved to attempting to build an independent struggle:

“The kiawa [whites] treated us badly before the war and they deserted the people when the Japanese landed at Buna. We tried the Japanese but we did not like them at all. So all we could do is organise ourselves and settle our own differences before we can hope to fight the external enemies.”

In other cases, local people simply lined up with whoever seemed to be winning in their area, or whoever conscripted them. As an inhabitant of the Huon Peninsula told Australians: “We thought the Japanese could beat you when you left these places, so we went their way. Afterwards when you bombed and bombed we were doubtful so we made up our mind to sit in the middle, but when you hunt them from these places we will know you are the stronger.”

For those who opposed them, the Australians served out rough justice. A veteran recalled that Australian troops had been ordered to massacre entire villages, shooting the people one by one for collaborating – not aiming to kill immediately, but shooting through the legs so that they could return later and bayonet them to death.

The Papuan carriers, later dubbed “fuzzy wuzzy angels”, were virtually conscripted by Australians as forced labour to carry wounded over the Kokoda Trail. Many were paid nothing. According to the writer Peter Ryan, recruitment in some villages was 100 percent of fit adult males. The villages suffered without men to clear gardens, hunt and maintain houses and canoes. Diet was poor, so diseases increased, with some places facing near starvation and very high infant mortality.

In the late 1960s, former carriers told PNG University’s Ulli Beier that about two-thirds of them had tried to escape. Reasons for wanting to abscond included bad food, sore shoulders from carrying, beatings, cold and bombs. But whenever some got away, the Australians conscripted their sons, so that fathers were forced back to face ghastly penalties. “The most terrifying punishments were the so-called drum beatings in Kerema ... A fire was lit in a 44-gallon drum and when it was hot the unlucky carriers were put cross the drum and beaten.” A song still current among villagers in the 1970s ended:

The white man has brought his war to be fought on this land  
His king and queen have said so  
We are forced against our wishes to help him.

Tom Hungerford’s novel *The Ridge and the River* portrays an Australian musing about local villagers who had watched plantation owners, the “little tin gods”, driven out by the Japanese and lucky to escape with their lives. He suspects the planters might get a shock after the war, when they attempt to get local labour at the old rates, “and there might be something uglier”. At the time, the government identified Papua and New Guinea as Australian territory, but Prime Minister John Curtin himself was cynical about this in

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private, telling journalists that New Guinea wasn't Australia, and that calling it so was just "military strategy".

At the end of the conflict, a man from Wewak in New Guinea told an Australian: "Yes, we have helped you in this war, now we are like cousins, like brothers. We too have won the war. Now whatever knowledge, whatever ideas you have, you can give them to us. Before all the things we did, you goaled us, and you fined us, all the time. But now. What now?"

Some people in PNG believed logically that whites should compensate for past plunder, and that was the starting point for many of the social movements known as cargo cults. Instead, colonial plunder resumed. People throughout the islands had the bitter experience that whites confiscated gifts from soldiers, or money received for carvings, on the grounds that it must be stolen. For this, Major-General Basil Morris came up with a brilliant rationale. The native mind, he argued, responded to marks of distinction, so money or goods had much less value in their eyes than a medal.

What profound consolation for the millions who once lived under Australian colonial rule.

Let's test your Understanding!

1. Differentiate colonialist from imperialist.  
\_\_\_\_\_
2. What was the reward of Australia after World War I? What are they hoping for after the war?  
\_\_\_\_\_
3. How was the white rule described in the passage?  
\_\_\_\_\_
4. What was given to those who opposed the Australians?  
\_\_\_\_\_
5. Who are the "fuzzy wuzzy angels"?  
\_\_\_\_\_
6. Was the help given by the Papua New Guineans during the war a voluntary one or a forced one?  
\_\_\_\_\_
7. Do you agree with the belief of some Papua New Guineans stated in the second to the last paragraph of the passage above? Why?  
\_\_\_\_\_



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

In the previous parts of this unit, you have learned different techniques in writing like the use of descriptions, use of persuasive language and other strategies. At this point, you must be prepared to write your own speech.

The next lesson will guide you on how you should write a speech.

### 12.3.3.5 Writing Speech

**Speech** is a formal address or discourse delivered in front of an audience. When you deliver a speech, it shows that you have the ability to articulately express your thoughts and feelings.

Preparing and giving a speech is not different from writing a report of a persuasive essay. In both written and spoken, you have to choose and limit your subject matter, gather supporting details, and organize the information.

In a speech, publishing it is not necessary but then you have to practice the piece to be delivered orally to an audience or to listeners.

When you deliver a speech you are trying to achieve all the goals set in delivering speech. We deliver speech in order to inform- we explain things in our speech, we deliver similarities and differences, the pros and cons of things and so on. Another is to persuade and that is to convince the audience to do or to act towards the subject matter. Finally is to entertain – it is where you share experiences that will make your audience feel that an activity or an experience is fun.

#### Steps in Preparing a Speech

1. **Choosing and limiting a subject.** This is the first – to find an interesting subject for your speech. When choosing a subject, you have to limit it in order for you to cover it fully and clearly for a target audience within a given time frame. If you picked mining as your subject, you have to limit it by choosing which aspect of mining you would put into your speech that your audience would need to know or is interested in.
2. **Gathering and Organising Information.** After identifying your subject, you have to start gathering information and screen them according to your prior knowledge of the subject and their relation to the subject matter chosen. Gathering information may be done through interview of knowledgeable people of the subject, through the library, or the electronic media. As you gather information, you may gather or collect images, slides, or props to make the presentation more interesting. After gathering all the information needed, begin organising your speech.

To organize, you have to first arrange notes in the order you want to present your speech. Next is to catch the interest of your audience by the use of anecdotes, unusual fact, a rhetorical question, or an interesting quotation plus a thesis statement

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that makes the main point and the purpose of the speech clear to the intended audience. Third is that the body of your speech should contain facts and example to support each idea. Use transitions to have a logical arrangement of ideas. Finally, write a conclusion for your speech. Ending a speech is done in different ways such as summarizing, giving recommendations or suggestions, and by adding a memorable sentence or phrase.

- 3. Practicing your Speech.** You don't write your speech for the purpose of memorizing it. Instead, use palm cards or outline as you practice your speech. These materials will help you recall the key words, phrases and quotations you wanted to use in your speech.

### Basic Rules in Presenting a Speech

1. Be yourself.
2. Tell a helpful story. This may be a good idea to start a speech and to get the audience's attention.
3. Use fewer words than usual. Too many words may kill the interest of the audience.
4. Engage the audience early. Let the audience feel that the message is for them as early as you start your speech.
5. Go beyond memorization.
6. Turn nervousness into boost. The audience can see your feeling. Instead of showing nervousness, turn it into energy and enthusiasm.
7. Look at the audience with purpose. In other words, you have to have an eye to eye contact with them because you may want to emphasize something to them.



### Learning Activity 30

**Read the background of President Theodore Roosevelt and his speech entitled 'Strength and Decency.' You have to determine the aim of President Roosevelt in delivering this kind of speech to the Americans and the gist of this speech to all peoples of the world. After reading and analyzing, answer the comprehension questions that follow. Write your answer on the blanks provided after each question. Your answers must be in complete sentences.**

Below is an excerpt from the speech of **Theodore Roosevelt** entitled '**Strength and Decency**'. He is the **26<sup>th</sup> president of the United States of America** from 1901 to 1909 and the leading force of the progressive era in the USA. He has been honored and ranked by



scholars as one of the greatest US presidents alongside with Washington, Jefferson, and Lincoln: also great presidents of the United States.

### **“Strength and Decency”**

It is peculiarly incumbent upon you who have strength to set a right example to others. I ask you to remember that you cannot retain your self-respect if you are loose and foul of tongue, that a man who is to lead a clean and honorable life must inevitably suffer if his speech likewise is not clean and honorable. Every man here knows the temptations that beset all of us in this world. At times, any man will slip. I do not expect perfection, but I do expect genuine and sincere effort toward being decent and clean in thought, in word, and in deed. As I said at the outset, I hail the work of this society as typifying one of those forces which tend to be betterment and uplifting of our social system. Our whole effort should be toward securing a combination of the strong qualities with those qualities which we term virtues. I expect you to be strong. I would not respect if you were not. I do not want to see Christianity professed only by weaklings; I want to see it a moving spirit among men of strength. I do not expect you to lose one particle of your strength or courage by being decent. On the contrary, I should hope to see each man who is a member of this society, from his membership in it become all the fitter to work in time of peace; and if, which may Heaven forefend, war should come, all the fitter to fight in time of war. I desire to see in this country the decent men strong and the strong men decent, and until we get that combination in pretty good shape we are not going to be by any means as successful as we should be. There is always a tendency among very young men and among boys who are not quite young men as yet to think that to be wicked is rather smart; to think it shows that they are men. Oh, how often you see some young fellow who boasts that he is going to “see life”, meaning by that he is going to see that part of life which it is a thousand fold better should remain unseen!

Let's test your Understanding!

1. What is the purpose of this speech?

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2. What is the main idea of this part of Theodore Roosevelt's speech?

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3. What are the supporting details?

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4. What should be the role of the incumbent to the people?

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5. According to President T. Roosevelt, what should be done to retain self-respect?

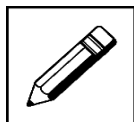
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- 6. What are the expectations of T. Roosevelt from the people of his country?  
\_\_\_\_\_
- 7. According to the passage, young men see wickedness as being \_\_\_\_\_.

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



### Learning Activity 31

#### Instructions: Speech Writing

- Prepare a ten-minute speech about a controversial subject that you are interested about.
- Decide whether the purpose of your speech will be to inform, to persuade, or to entertain.
- Gather and organize information for your speech
- Write your speech on the space provided for you below.
- Practice your speech
- Recite your speech to an audience (example: a friend, a family member)
- Let your audience evaluate your performance using the criteria or the evaluation sheet provided.

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Evaluate the delivery of your speech based on the following criteria:



Speech Evaluation Sheet		
Criteria	Equivalent score	Student's score
<b>Delivery</b> <ul style="list-style-type: none"><li>Physical presentation of the speech that carries an effective communication with audience</li><li>Speaker's appearance reinforces the speech (e.g. profound, sad, humorous, etc.)</li><li>Body language support points through proper gestures</li></ul>	..... <b>3</b>  ..... <b>2</b>  ..... <b>3</b>	
<b>Effectiveness</b> <ul style="list-style-type: none"><li>Determined by the audience's response</li></ul>	..... <b>3</b>	
<b>Voice</b> <ul style="list-style-type: none"><li>Flexible-moving from one pitch level to another for emphasis</li><li>Has varied speed and volume, clear and easy to understand</li></ul>	..... <b>3</b>  ..... <b>3</b>	
<b>Overall Impact</b> <ul style="list-style-type: none"><li>Displays mastery or knowledge of the content of speech, overall presentation and the energy reflected by the speaker.</li></ul>	..... <b>3</b>	
	<b>TOTAL Score</b>	<b>/20</b>

In the previous lesson, you have learned the skill of gathering information in order to write your speech. Gathering information is not just picking the passage but it involves reading for you to evaluate which information is suitable or not to your topic.

In the next topic, you will learn to read to get informed through printed materials such as newspapers.



## 12.3.4 READING FOR INFORMATION

### 12.3.4.1 Fact versus Opinion in News Articles

**News** is a group of information about current events happening in a particular place at a particular time. News can be known through television, radio, internet, or the newspaper. A newspaper does not only contain current events but also articles containing opinions of writers.

News articles though believed to be all factual sometimes contain opinions made by some individuals who were interviewed about the subject and it is important to know the difference between a fact and an opinion.

The definition of fact and opinion are previously discussed in the earlier topics of this chapter. Knowing the difference of the two is very important to be able to detect opinions disguised as facts.

Examples:	Fact	I ate tacos for dinner last night.
	Opinion	Tacos make the best meal.
	Fact	Dogs are members of the canine family.
	Opinion	Dogs make the most loving and intelligent pets.

#### Points to remember:

Writers convey opinions and are being effective to listeners or readers because these are from sources who are widely recognised as experts, authorities whose views are not biased and their credentials are reliable.



#### Learning Activity 32

**Distinguishing Fact from Opinion.** Label each of the following statements below by writing **F** if the statement is a fact and **O** if it is an opinion. Write **F** or **O** on the blank provided before each number.

- \_\_\_\_\_ 1. Charles Dickens wrote *Great Expectations*.
- \_\_\_\_\_ 2. Dogs are more fun than cats.
- \_\_\_\_\_ 3. The sun will set at 7:02 this evening.
- \_\_\_\_\_ 4. All Blacks is New Zealand's rugby team.
- \_\_\_\_\_ 5. All roller-coaster rides are dangerous.
- \_\_\_\_\_ 6. Dickens was the best writer of all time.



- \_\_\_\_\_ 7. I had my first roller-coaster ride when I was five.
- \_\_\_\_\_ 8. My brother should be captain of the basketball team.
- \_\_\_\_\_ 9. A German shepherd is larger than a cocker spaniel.
- \_\_\_\_\_ 10. Summer is the most beautiful season of the year.

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



### Learning Activity 33

**Read the news article below then answer the comprehension questions that follow. Write your answers on the blanks provided for you. Always write your answers in complete sentences.**

#### Steps Taken to Help Cope With Lifestyle Diseases

Health and HIV minister Michael Malabag says steps are being taken to strengthen primary health care programs, with emphasis on health promotion and prevention to cope with lifestyle diseases. Speaking at a PNG Kidney Foundation fundraising dinner on Saturday, Malabag said the ministry under its partnership policy, would make the effort to support the foundation expand its kidney centre. “We realised that there were areas where dialysis machines were needed in the health facilities,” Malabag said.

“As a union leader before, I challenged all the governments regardless of who was in power. Now being a member of the government, it is not easy. There are challenges faced,” he said.

Malabag recognized the work done by the foundation and acknowledge those provided by non-governmental organisations in joining hands with the government to extend healthcare services.

“I am very happy for the PNG Kidney Foundation in engaging in the services of teaching and training at its centre,” he said.

He urged business organisations to include health in their activity plan.

*The National, 31 March 2015.*

Let’s test your understanding!

1. What step will they do to help patients with kidney problems?

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2. This refers to a process where a machine is used to remove waste and excess water from the blood and is an artificial replacement for a lost kidney or malfunctioned kidney. What is it?

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3. Who lent a hand to the programme promoted by Minister Michael Malabag?

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4. Identify a fact and an opinion from the news above.

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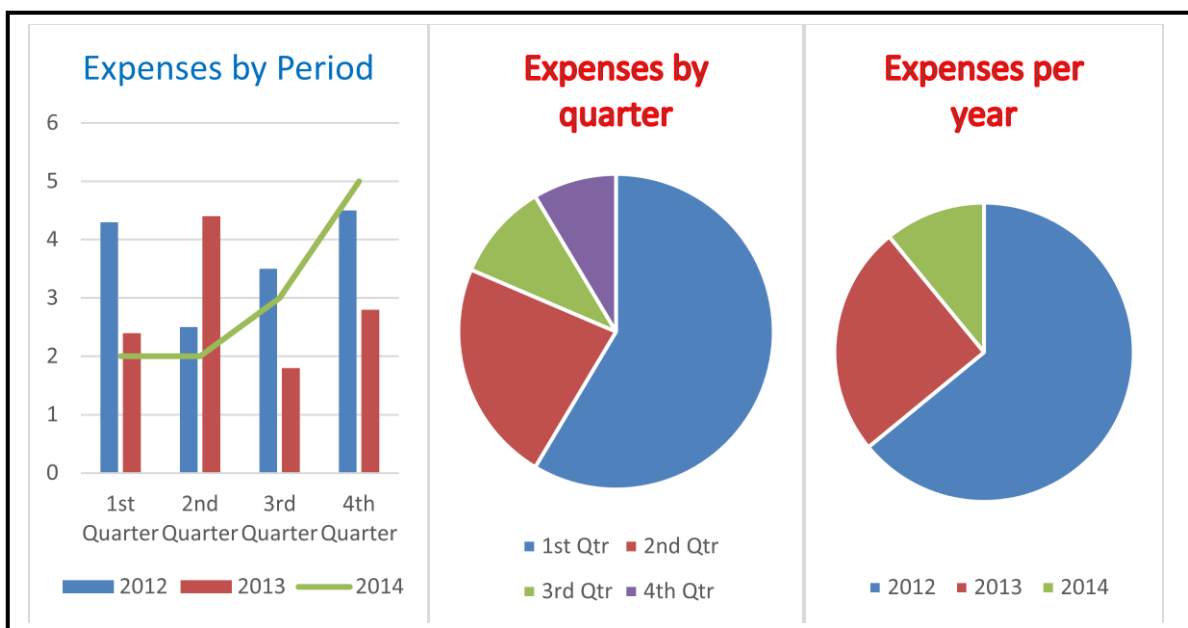
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Check and compare your answers with the answers provided after this unit.

Reading entails knowledge not only fun. When we read, we know many things, we learn to analyse, we learn new things and we learn to be critical in what we read may it be in paragraph form, in table, in illustrations, in symbols and other forms of presenting data.

The next topic will lead you to develop your skill in examining a text or data in any form.

### 12.3.4.2 Examining Data



Data on expenses by quarter per year presented in a bar and pie graphs.



**Data** refers to facts or any information used in declining, accepting, or discussing something. Data is very important as they help us kept informed on any form of information we needed.

### Types of Data

There are two types of data: quantitative and qualitative data.

- Quantitative data** is numerical and under this are two quantitative data: discrete data and the continuous data. **Discrete data** can only take specific numeric values or whole number. An example of this are the shoe sizes, number of brothers, number of cars in a car park. The **continuous data** can take any numerical value in a particular range. Height, mass, length are examples of this kind of quantitative data.

**Track and field school participants**

Name	Distance in Metres	Time in seconds	Rank
Ark Anthony	100	10.7	2
Leticia	200	22.3	4
Brian	400	33.9	1

	A	B	C	D	E	F	G
1	Region	Gender	Style	Ship Date	Units	Price	Cost
2	East	Boy	Tee	1/31/2005	12	11.04	10.42
3	East	Boy	Golf	1/31/2005	12	13	12.6
4	East	Boy	Fancy	1/31/2005	12	11.96	11.74
5	East	Girl	Tee	1/31/2005	10	11.27	10.56
6	East	Girl	Golf	1/31/2005	10	12.12	11.95
7	East	Girl	Fancy	1/31/2005	10	13.74	13.33
8	West	Boy	Tee	1/31/2005	11	11.44	10.94
9	West	Boy	Golf	1/31/2005	11	12.63	11.73
10	West	Boy	Fancy	1/31/2005	11	12.06	11.51
11	West	Girl	Tee	1/31/2005	15	13.42	13.29
12	West	Girl	Golf	1/31/2005	15	11.48	10.67

Quantitative data in a table.

- Qualitative data** is the second type of data that is not given numerically. Examples for this types of data are our favourite colour, place of birth, favourite food, or type of car. Qualitative data requires accurate description of data.

Area/Page	Description
<b>Course overview</b>	<b>18 minutes (includes discussion)</b>
Learning Objectives	- Observation; Moves through this page with little trouble.
Tasks and activities	- Observation: Very valuable. I like



	page with little trouble.
User Interface	- Comment: Very valuable. I like the comparison with the experts. New employees yearn for this type of feedback. They want to go on customer calls to get this experience.
Course Map	- Comment: Confused by the example of the elaboration link.
	- Comment I am looking for where the expert content is. - Observation: Appears confused.

Qualitative data in a table

Qualitative data in an ad



We encounter different kinds of data on a daily basis and we respond to each with different approaches dependent on the data. There are basic things we can do to give the proper respond to data and these are to analyse, to classify, and to respond. One cannot respond if we don't analyse first and to analyse is to examine the kind of information we have in hand whether this contains the two types of data or is presenting only numerical information or the other. Next is to classify by putting those information into categories or in order you wanted them to be grouped. In this way you can easily identify which kind of information you will need when you need to address a question. Responding to questions requires efficiency. To do this, you must have analysed and classified the data you have. If a data requires a solution because it presents a problem, then a solution must be given as an appropriate response. Your response to an advertisement is an example of the result of your thought about the data presented in the advertisement.

**Learning Activity 34**

Read the text and answer the questions that follow. Write your answers in the space provided. Your answers must be in a maximum of three words only.

**Jackson Peter**

19

Port Moresby,

Papua New Guinea

5 feet 8 inches

180 pounds

PGK 700

HIG Groups Company

Messenger

6 months to date

Grade 12

B

**Hobbies:**Reading books, playing  
Chess, listening to music**age****Birthplace****country****height****weight****wage/fortnight****workplace****position****length of service****highest education****GPA****Shemila John**

22

Lei

Papua New Guinea

5 feet 2 inches

120 pounds

PGK 800

Forward Company

Procurement assistant

2 years to date

Grade 12

C

**Hobbies:**Watching movie,  
cooking, hanging out  
with friends, listening to music

1. How old is Shemila?

---

2. Where was Jackson born?

---

3. What is the difference between the height of Jackson and Shemila?

---

4. How long has Shemila been working? When did she start working with the Forward Company?

---

5. What hobby do Jackson and Shemila have in common?

---

Check and compare your answers with the answers after this unit.

We read to get as much information as we can. However, reading is nothing if we do not understand what we read. We read to search for what a word, a symbol, or a statement



means. Our reading ability is tested mostly through the efficiency of our answers to questions about the reading material.

### 12.3.4.3 Reading for Meaning

**Reading** is the act of understanding the words you see in texts. People can read with their eyes or with their mouth. Either way, the purpose of reading is to gain knowledge aside from its entertaining benefit.

Your reading ability can be tested through your comprehension of the content by answering questions with accuracy and completeness and by the proper use of information and details read.

Comprehension questions are not set just for you to answer but to test the level of thinking you as a learner have.

#### Kinds of Comprehension Questions

##### 1. Literal Questions

These are the easiest to score as the answers are clearly and explicitly stated in the passage.

Example:

The children sat along the corridors, chatting away excitedly as they waited for the school bus. They have been looking forward to this trip.

**Question:** What were the children doing as they waited for their school bus?

**Answer:** They were chatting away excitedly.

##### 2. Cause and Effect Questions

Such questions generally begin with the word “Why”. Children have to read the passage clearly to find either the cause or the effect.

Examples:

**Question:** Why did the boy cry? (effect)

**Answer:** The hurricane was approaching their village. (cause)

**Question:** Why were the villagers running everywhere? (effect)

**Answer:** Some armed men attacked their village. (cause)

Other forms of cause and effect questions:

**Question:** What would happen when the giant was angry? (cause)

**Answer:** He would eat one of the villagers whenever he was hungry. (effect)

##### 3. Inferential Questions

This is the type of question that are generally more challenging for most students. The answers are not clearly stated in the passage but are usually implied by the



author. Students need to learn to draw conclusions from what they have read in the passage in order to answer such questions.

Example Passage:

The first pig built a house of straw while the second pig built his house with sticks. They wanted to build their houses very quickly so that they would go out and party. They sang, danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

**Question:** Why do you think the third pig built his house with bricks?

The answer may not be explicitly stated in the passage but student can use clues to answer the question. In case, the clue to the answer would be that the third little pig worked hard all day. This implies that he was a hardworking pig.

So a **correct answer** would be: He was a hardworking pig not a part and easy-go-lucky pig.

If the student just copied the part of the passage that says that the pig worked hard all day, this answer is wrong because no inference is shown.

#### 4. Vocabulary Questions

This type of question requires the student to understand the meaning of a word or phrase using contextual clues.

##### 2 types of Vocabulary Questions

- a. The meaning of the word is given and the student has to find the exact word or phrase from the passage.

Example:

**Passage:** The poor children studied in a dilapidated classroom in Cambodia. Despite having no proper tables and chair, they were eager to learn.

**Question:** Which word in the passage tells you that the classroom in Cambodia was old and apart?

**Answer:** The word is “dilapidated”.

- b. The word is given and the student has to guess the meaning of the word from the context of the passage.

Example:

**Passage:** They sang, danced and ate all day because they were lazy. The third little pig worked hard all day and built his house with bricks.



**Question:** Which word shows that the first and second pigs were unwilling to work hard?

**Answer:** the word is “lazy”.

**Other types of comprehension questions:**

**1. Universal**

This question type asks about the big picture, the passage as a whole.

**Sample questions:**

Which of the following best summarises this passage? (There should be multiple choices)

What is the author attempting to illustrate through this passage?

What is the thematic highlight of this passage?

Which of the following best describes one of the main ideas of the passage?

**2. Application**

This is slightly more specific type of inference question where you’re asking to choose an answer which mimics a process or exemplifies a situation described in the passage.

**Sample questions:**

Which of the following could be used to replace \_\_\_\_?

A \_\_\_\_, as conceptualized in the passage, can be best described as \_\_\_\_.

Which of the following best illustrates the situation \_\_\_\_?

**3. Tone**

This type of question is also a type of inference question that requires you to infer the author’s point of view and position on certain statements.

**Sample question:**

Which of the following views does the author most likely support?



### Learning Activity 35

**Instructions:** Below is a story about three runners. Read and understand the text in order to give the proper answer to the comprehension questions that follow. Write your answer on the space provided for you. Give brief answers only and encircle the letter of your answer for the multiple choice questions.

#### The Three Runners: African Stories

In the days when whites ruled South Africa and apartheid was the law of the land, two middle-aged blacks met in a **whites only** section of Johannesburg. One of them had a permit to work in the area, the other did not. This meant he could be put behind bars for trespassing into an exclusive zone.



Suddenly they saw a policeman coming towards them, and froze.

"Run!" whispered the man with the permit to his friend. "I'll follow."

They started running and the policeman shouting "Stop, stop," began chasing them.

Finally he caught the second man.

"Did you think you could outrun me!" he snarled. "Show me your permit!"

The man, playing for time, began fumbling in his pocket and finally produced his permit.

The policeman was taken aback. He realized that he had been tricked. The man without the permit was now too far away to be caught.

"When you had a permit why did you run!" he bawled.

"Doctor's orders," said the man. "He has asked me to run a mile every evening."

"Oh, yes?" sneered the policeman. "Then why was your friend running?"

"His doctor too has ordered him to run," said the man.

The policeman became red with anger.

"You think you're very smart, don't you?" he snarled. "But tell me, if you were only running



for your health why didn't you stop when you saw me running after you? And don't tell me you didn't see me chasing you... I know you did!"

"Of course I knew you were running after me," said the man.

"Then why didn't you stop?" asked the policeman, triumphantly.

"It was stupid of me," said the man, "but I thought you too had been ordered to run by your doctor."

Le's Test your Understanding!

1. Who are the three runners?

---

2. Why are the three running?

---

3. Why did the second man asked the first monkey to run ahead?

---

4. Which word in the first paragraph refers to the discrimination of race or racial segregation?

---

5. What is the theme of the story?

---

6. Which of the following best describes the second man?

- A. He is willing to put himself in the line to save his friend.
- B. He is willing to sacrifice.
- C. He is a slow runner.
- D. He is a good fabricator of excuses.

7. Which of the following is true according to the writer?

- A. If you are on the right side, you have nothing to fear about.
- B. There should be equality in the society.
- C. Any skin color should receive equal right and treatment.
- D. Being black is not anyone's fault.



8. Identify the kind of comprehension questions 1 to 7 are.

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





## UNIT SUMMARY

Writers workshop part one has helped you increase your knowledge and develop your creativity and writing skills. In 12.3.1 you have learned how to write creative stories showing the use of descriptions and reflecting themes you want your reader to understand. You were also able to learn the difference of a memoir from an autobiography in 12.3.4.1. The techniques you have learned can help you write your own memoir.

Skills to be persuasive were discussed in lessons under 12.3.2. For you to persuade your audience, you should be able to make them think, imagine and feel through your writing. In 12.3.2.2, you are able to compare and contrast things for your audience to realize how different and similar things are which can help them weigh information and judge according to the data presented. For other writers, they use propaganda to persuade. It is something that most if not all politicians and advertisers use in order to persuade the voters and customers through different techniques as detailed in 12.3.2.4.

Analysis is important in reading so as we read, we dig into the meaning of a text and qualify whether they are truths or lies as contained in 12.3.2.3 of this unit.

To add to the fun of reading, 12.3.2.6 has also given you the feel and freedom of writing your own experience from your travel and adventures in life. However, this is not only limited to your own travel and adventure experience, you may also write someone else's as long as you have the complete data in order to tell his/her story.

In addition to all skills learned above, 12.3.2.7 also taught you how to conduct a meeting and how to be a good chairperson.

As we all know, reading helps us gain much knowledge. In 12 3.4, If we have knowledge, we also have power. Not power to control other people but the ability to deal with daily challenges, to be equipped with the right information and to clearly identify facts from opinion, lies from truths.

In conclusion, writing is a great tool people use these days to communicate their life, their experiences, their creativity, and their thoughts to an audience. Writing is never an obsolete skill to learn since writing has become part of humanity since the beginning of life. It is a powerful tool to make people knowledgeable and informed.



## ANSWERS TO LEARNING ACTIVITIES

### Learning Activity 1

1. They saw their travel agent and booked their tickets.
  2. It includes travel and accommodation plus tours around London.
  3. Boeing
  4. Nearly 14 hours
  5. The flight was very pleasant and the crews were very friendly.
  6. Well-known/famous hotel
- 

### Learning Activity 2

#### Sample answer: Historical Recount

During the Nazi ordeal, Manila has become a safe refuge for the Jewish families who fled persecution by the Nazis in Austria and Germany at the start of the World War II. According to three children of some Jewish families at that time, they said that they cannot forget their ordeal even after 70 years since the liberation of the Auschwitz death camp.

These three children were born in the Philippines after their parents fled the Nazi regime in Germany and Austria between 1938 and 1939.

One of the children remembered that her father was a physicist but lost his job at a Vienna University when the Nazis took over in 1939. Her mother, a physical education teacher also lost her job at a local high school.

According to her, when they came to the Philippines, her father was accepted as a physics teacher at the University of the Philippines in Baguio.

The other child's experience when they fled to the Philippines was more emotional as they were welcomed and comforted by their Filipino friends.

These three Jewish people are thankful to the Filipinos for their help in saving the lives of their families and other Jewish families during the Nazi regime while other countries closed their doors to Jewish refugees.

During the commemoration of the day when the Philippines gave an open arm to the Jews who fled from the Nazis, he said, "I am sure all of us will agree, we use the words the generosity of the Filipinos...very, very true. So I want to thank you."

**Recount Checklist – This will help you evaluate your work.**

Put a tick in the box if you have done it or an X if you did not attempt to do it.

**Orientation**

- **Introduction – sets scene**
  - highlights participants involved
  - Includes setting (place and time)

**Events**

- **Body – sequence of events**
  - events are in proper sequence
  - logical sequence of events

**Reorientation**

- **Conclusion – personal comment**
  - reflective in nature

**Language Features**

- Use of present tense
- Temporal connectives used such as first, then, next, etc.
- Use of third person

**Spelling, grammar and punctuation**

- Use of correct spelling, grammar and punctuation
- Evidence of editing

**Learning Activity 3**

1. It shows the innocence of a child.
2. Folks believe that Eloise is crazy. It is an external conflict.
3. The writer shows that Michelle is willing to learn from Auntie Eloise, a typical child who is willing to know things from an elderly.
4. Another message conveyed in the story is that a child has a lot of space in his/her heart for learning and old people should not suppress it or make them feel awkward in knowing new things.
5. One seems stronger than the other because the writer gave a strong characterisation by focusing on Michelle and Eloise that leads to the theme of the story.

**Learning Activity 4**

The day was so cool, the sun shone brightly as I woke up one Saturday morning. It was a relaxed day since no work and no school to think about.



“Breakfast is ready!” my housemate exclaimed as if there was something exciting with the breakfast.

I went down and yes! The breakfast was new to me. It was really new. It was just toasted bread and egg, the usual plus coffee. The only thing new was that my housemate prepared the breakfast at the veranda. There we could see the green garden and feel the cool breeze in a spring morning.

We had breakfast and agreed to go out for a stroll.

As we were preparing, my housemate Reena asked, “Do you know Michael?”

“Who is he?” I replied.

“He is the new neighbor who just moved in a few weeks ago.”

“I see. We are ready, let’s go”

As we walk along the street, we heard a ‘Bang!’ A gun shot then another and another. There were three shots.

We were startled and worried because the sound of the shooting was just close by. We couldn’t see anyone.

After a while, police officers came because one of the neighbours called 911.

Minutes passed and people gathered to see what just happened. We saw the body covered with white cloth being brought out of the house.

“Who is the victim?” I asked one of the old men who were there earlier than us.

“He is Mr. Sanders, the owner of the biggest ranch in this town.”

I didn’t know that he was the owner of the ranch. It came to my mind that being rich is not good as rich people may have shorter lives.

The police investigated and after a few months, they were able to trace the killer.

We were all shocked to know that it is our new neighbor who worked for Mr. Sanders ranch was the main suspect of the crime.

He was tried in court and on the final hearing, the verdict must be served.

Almost everybody in town was there in the court to hear the verdict.

The accused was asked to rise. He was pale. His hair went long and untidy and he lost some weight. There is no sign on his face of being a murderer as he has a very calm and innocent look but the verdict is now ready.

“...that Michael Smith is guilty of first degree murder and is given a 35 years of imprisonment without parole.”



His head dropped as he stood still. He waited as **he was hand cuffed as the crowd sat silent in the room after the verdict was read.**

**Below is a checklist to help you evaluate your work. Write Yes or No on the right column of the table.**

**Does your story have:**

The proper structure?	
Scenes properly intertwined with each other?	
Consistency in verb tenses?	
Proper punctuation and speech marks?	
Clear setting?	
Character characterisation?	
A theme?	
An introduction?	
The most exciting part?	
The problems/conflicts that stir the attention of the reader?	
An ending where the conflicts are resolved?	
Clear point of view?	

### **Learning Activity 5**

#### **Describe a living room:**

The house's living room is painted in beige with corner lining painted with powder blue. It has two fluorescent bulbs only, enough to brighten the room up. The floor is clear and clean as it is tiled with white marbles with pink accents.

As you enter the living room, a TV set and a stand can be seen at the western wall of the room. There is also a set of sofa facing the TV so that watching is comfortable.

The living room is actually very free from other things because I want it as wide and clear as it should be to allow comfortable movement and less hazard to the eyes.



Below is a checklist that will help you evaluate your work. Write Yes or No for each corresponding question.

Does your descriptive story:

SUBJECT	Yes/No
- Concentrates on its subject?	
- Show your dominant impression of your subject?	
BODY	
- Able to relate and illuminate the reader?	
- Logically organised?	
- Contain detailed words to appeal to the readers?	
- Have sensory descriptions?	
- Coherent?	
CONCLUSION	
- Have an encouraging conclusion?	
- Contain a challenge for the reader?	
LANGUAGE FEATURES	
- Contain figurative language?	
- Have complete sentences with correct punctuations?	
- Use strong and clear adjectives?	
- Have correct verb usage?	

### Learning Activity 6

1. In the scrub and woodland of some Indonesian islands
2. Komodo dragon
3. More than 10 feet (3 metres) weighing 366 pounds (166 kg)
4. Keen sense of smell
5. They are not safe because they are being hunted and their habitat is being destroyed.

### Learning Activity 7

2. tired, hungry
3. enough
4. little
5. none, final
6. both
7. few
8. sophisticated
9. hundred and twelve
10. hard

**Learning Activity 8**

1. In the house, in winter
  2. Schatz is a sick boy who thinks he is going to die. The narrator is the parent (the father) who shows much care to his son.
  3. It is influenza and it is said that it is a light epidemic only and there is nothing to worry about.
  4. The child was thinking deeply as the father feels startled and worried.
  5. The child is concerned of his father. The father is also concerned and worried about his son.
  6. A child's mind when taught of the truth will bring comfort and empowerment. A parent's love is willing to fill a child with the rightful things they should learn in life.
- 

**Learning Activity 9**

1. Truth and the search for truth, none of them is a better choice.
  2. Pamela's mother got ill and eventually passed away.
  3. Bladder infection.
  4. Dignity
  5. Less than great because of many mistakes done.
  6. Care for our parents while they live.
  7. First person point of view.
  8. Sadness and regret.
- 

**Learning Activity 10**

Regret always comes in the end. It is a popular saying that almost everybody has experienced. Regret is something that sometimes makes you not forgive yourself and something that stirs your conscience.

In 2008, my mother received a news which I think has triggered her ulcer to go worse but she kept it within herself. She never spoke about it to my father and neither to us, her children. Years passed until the illness went worse that her body cannot take it anymore.

Without knowing the real situation, we, especially two of my brothers did not actually follow what she was telling them. I did not spend as much time as I can because I was thinking there are still enough time later but it was too late to realise.

The time has come for her to surrender her life to the Creator.

We fixed the funeral and there I saw how much regret each one has. That if only we have done this and that then there is nothing to be regretful about.

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The only thing we can do now is to do what we have to do while people we love are still mingling with us for regret is a bad enemy.

**Below is a checklist that will help you evaluate your work.**

**Put a tick on the blank after each item if your memoir contains the item.**

### **Conventions**

- Ideas are broken into separate paragraphs whenever new setting \_\_\_\_\_  
or new characters are introduced and whenever new person is speaking.
- Correct punctuations. \_\_\_\_\_
- Correct verb tense. \_\_\_\_\_
- Spelling is checked. \_\_\_\_\_
- Correct capitalization for proper names. \_\_\_\_\_
- I have varied my sentence structures. \_\_\_\_\_

### **Structure and Content**

- The introduction is complete with some background of the characters, setting \_\_\_\_\_  
and initial picture of my experience.
- The body contains complete and detailed events and characterisations, \_\_\_\_\_  
Conflicts and the message of my memoir.
- The concluding part resolves any problem or conflict. \_\_\_\_\_
- I am the speaker. \_\_\_\_\_
- It contains all truth. \_\_\_\_\_
- Relays my emotion for every event that took place in the memoir. \_\_\_\_\_
- It is all based on memory. \_\_\_\_\_

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### **Learning Activity 11**

1. It is the exchange of thoughts of the characters and their strange behavior.
2. Vladimir is more of a thinking man compared to Estragon who is more on the physical aspects of things.
3. No, because men are more suitable to the personalities portrayed by Vladimir and Estragon.
4. Yes it does; however, it is not much emphasized. It gives a moral that they give a little value to life. Only a little because they thought of suicide while they wait for Godot; although, it did not happen.
5. They lack textual uncertainty in the story about the thieves and the Saviour.





6. They talked about the thieves, the waiting for Godot, when Godot is coming and about hanging themselves.
  7. Some absurdity is shown in the play because the two characters were talking about different ideas but not arriving into a clear conclusion. They also show confusion in their own will and actions.
- 

### **Learning Activity 12**

Answers may vary. This is a sample answer only.

As I reflect on the way I communicate with people verbally, I usually am the kind of person who listens more than the one who talks. When asked of a question, I give the answer. When it is my turn to talk, I talk brief and straight. I am not the kind of person who does all the talking. I prefer to listen.

Most of the time, I let others start the topic of their interest and adjust myself to connect with the topic they have opened. I hate interrupting but if one speaks of the wrong thing, I can't stop myself but interrupt then ask for apology.

For me, respect is very important when in a conversation because how can other people listen to you if you do not respect them as they speak? So, when someone is talking, I do not start a new conversation with another person who is within the group. If it is a one on one conversation, then we take turns in talking and in expressing our thoughts. As simple as that and the conversation will go smoothly.

---

### **Learning Activity 13**

#### **The Performance of the newly graduate entering the workforce**

Young graduates are idealistic and enthusiastic to begin their new job. It is the point where they are still very excited to apply what they have learned from school. But we cannot remove the fact that they are also excited to receive their first pay.

Newly graduates' performance compared to those who have been working in the field is obviously not perfect because they are still trying to have a mastery of their job. However, when it comes to updated information, technology and strategy, I guess the new graduates are ahead.

The new graduates as they enter the workforce are still like students as they are still learning the tasks they need to master in order to be efficient and sufficient in their job. It does not mean that they are graduates and learning ends there. More learning comes when they are into a job.

As they show enthusiasm in learning and in mastering their skill, they show excellence in their field. One example is a teacher. If the newly graduate teacher starts teaching in the

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actual classroom, she/he will try to apply everything learned and follow instructions from her/his senior teachers in order to make her teaching better. With that enthusiasm, his/her performance can be much better than those who have been there for a long time.

The situation mentioned above is on the attitude of the new graduate. If the attitude is positive whether you are new or old in the job, the result will also be positive. But if laziness strikes the old ones then poor performance will be produced likewise with the new ones.

To conclude, it is ethics and professionalism that lead one either an old employee or a new employee to an excellent performance.

A checklist is provided to help you evaluate your work.

**Put a tick on the blank after each item if your essay contains the item.**

### **Language Conventions**

#### **Conventions**

Ideas are broken into separate paragraphs \_\_\_\_\_

Proper punctuations are used. \_\_\_\_\_

Correct verb tense. \_\_\_\_\_

Correct transition devices (i.e. conjunctions, etc.). \_\_\_\_\_

Spelling is checked. \_\_\_\_\_

Correct capitalization for proper names. \_\_\_\_\_

Sentences have varied structures. \_\_\_\_\_

#### **Structure and Content**

The introduction is precise and gives a background to what the essay is about. \_\_\_\_\_

It presents a clear thesis statement. \_\_\_\_\_

The body contains the topic and supporting details. \_\_\_\_\_

The concluding part provides recommendation/solution to a problem or a summary of the whole essay. \_\_\_\_\_

It contains comparisons and contrasts \_\_\_\_\_

It is supported with truth/facts. \_\_\_\_\_

**Learning Activity 14**

1. Evidence
  2. Consistency
  3. Repetition
- 

**Learning Activity 15** *(Answers may vary. This is a sample answer only).***Summary:**

Life is a great thing though it has its own limit. Our planet earth offers a good place for life to exist but it may not be the perfect one. It is a very good place where we can stay temporarily while looking forward to that realm of heaven beyond the skies.

Our life on earth is influenced by two forces, the force of God and the force of the devil where the first always finds a way to help, bless and lead but the later always gives disappointment and negative thoughts for us to fail.

There is God and the devil but it is up to us to think and do something. If we are ready and have the ability to do something, let's go for it in order to achieve success. Do not let ignorance and laziness defeat us.

---

**Learning Activity 16**

1. It talks about life being an amazing phenomenon, the earth and the existence of God and the devil.
  2. The earth is described as an alien land and void.
  3. The mention of God and devil implies that the writer believes in the existence of the two and the life beyond life on earth as well as the existence of the right and wrong, the good and bad.
  4. 90% missed their opportunity.
  5. Readiness and the ability to act.
  6. Grooming refers to the preparation done to perform a certain task.
- 

**Learning Activity 17** *(Answers may vary. This is a sample answer only).*

The advertisement tells its audience that their product Kingfisher can unite people even they are opponents in sports, that everyone can understand each other when they talk about Kingfisher.

The advertisement is said to be an inviting one because of the use of the popular sportsmen.

---

**Learning Activity 18**

1. The audience of Hitler in his speech are the statesmen and some people with power from other nations who believe in communism. This is so as the speech is delivered in a Reichstag.
  2. The first part of the speech states the opposite of the real relation of Germany to the countries he mentioned.
  3. Hitler used positive and manipulative words that describe the relation of Germany to other countries.
  4. The choice of words influences the audience in a way that it makes them believe that Germany is making peace to every country.
- 

**Learning Activity 19**

- a. It uses the plain folks technique because it is the common people who are more affected with the issue on nuclear threat once America allows Iran to continue their nuclear plan.
  - b. The question poses an idea on the countries represented by the two leaders in the advertisement. It relays to its audience which of these two countries poses a greater risk or threat if nuclear is allowed to be done. Is it going to be Iran or it is going to be the US? This advertisement is also a warning that nuclear weapon is really dangerous and life threatening.
- 

**Learning Activity 20**

1. Fact
  2. Fact
  3. Fact
  4. Opinion
  5. Fact
  6. Fact
  7. Opinion
  8. Opinion
  9. Opinion
  10. Opinion
-

**Learning Activity 21**

1. The two opinions are The Arctic national Wildlife Refuge is home to caribou, moose, musk oxen, wolves, foxes, grizzlies, polar bears and migratory birds while the second is that leaders in the oil industry believe the refuge is the perfect site for the environmentally sensitive exploration of oil.
2. Yes and the possibility is that drilling will disturb the migration of more than 130,000 caribou.
3. The fact that 130,000 caribou migrate by travelling 400 miles to give birth on the coastal plain and that the area only adds up to less than six month supply.
4. The problem is on the idea of drilling oil in the coastal areas.
5. Yes there are. First is by decreasing the use of foreign oil simply by using less and everyone should work together to cut back on the oil consumption.

---

**Learning Activity 22** (*Answers may vary. This is a sample answer only.*)

**My friend agrees with same sex marriage but I don't.**

Same sex marriage is common among many other countries but I totally disagree with it since it is against my moral and spiritual belief. It is morally unacceptable in the society to see that two men live as husband and wife, two women as wife and husband. As people know from long time ago that men are meant for women and women for men, not man for a man and a woman for a woman. They said that there is freedom for them. On the spiritual side, the Bible or any other spiritual books other religions use state that only man and woman can come together in marriage. There is no mention of both men or both women to come together in marriage. Yes there is freedom; however, we have to choose the rightness of our choice.

A checklist is provided to help you evaluate your work.

**Put a tick on the blank after each item if your essay contains the item.**

**Language Conventions**

- Proper punctuations are used. \_\_\_\_\_
- Correct verb tense. \_\_\_\_\_
- Spelling is checked. \_\_\_\_\_
- Correct capitalization for proper names. \_\_\_\_\_
- Sentences have varied structures. \_\_\_\_\_



### Structure and Content

- It contains a topic sentence. \_\_\_\_\_
- It presents clear supporting details. \_\_\_\_\_
- It contains persuasive language. \_\_\_\_\_
- It is supported with truth/facts and examples. \_\_\_\_\_
- Sentences have varied structures. \_\_\_\_\_
- Two or three of the persuasive writing techniques are used in the paragraph. \_\_\_\_\_

### Learning Activity 23

1. The first paragraph gives a relaxed tone. It is also full of excitement as it describes how lovely Palm Cove was.
2. The tone changed in the second paragraph because of the presence of box jellyfish that hinders people to get into the water because it poses danger.
3. His purpose is to tell us that nature is beautiful and most of the times, the most attractive creatures are the most dangerous ones too.
4. His readers would be those who would like to travel to Australia.
5. He is able to give the reader a feel of what things may be encountered when people travel to Australia.
6. Bryson is an avid traveler and loves to visit nature and see the danger within rather than travelling to see the city views.
7. I think he is possessed with the dangers of Australia because some of his words indicate such like this line in the second paragraph: **'and yet there was no environment on earth more likely to offer instant death'** and all the rest of the passage describe the dangers caused by different creatures.
8. The passage tells about the place and the dangerous creatures that the writer encountered. It also gives a vivid description of how beautiful the place is as well as how dangerous the creatures are.
9. The writer used dialogue which indicates that he is telling his story to someone face to face. This gives more life to the passage. The writer also used descriptive language to make the experience alive to the person the writer is speaking with.
10. Yes I did because it made feel like I am one of those who were there listening to Writer's story about his travel adventure. It also challenged me to have my own travel adventure.



**Activity 24** (Answers may vary. This is a sample answer only).

Bali is a wonderful place to relax as one mingles with nature. It has a tropical environment with a similar surroundings as any other Asian country. Its temples are amazingly preserved and the waters are so relaxing.

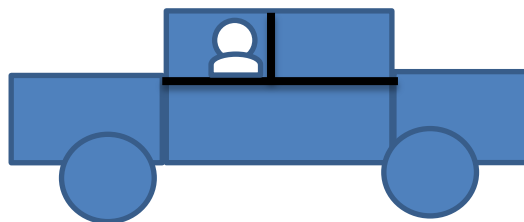
In the hotel where I stayed, I have experienced a much laid back lifestyle as it is located in the remote town of Bali. The hotel was an old structure made of solid brownish rocks just few metres away from the sea shore. It is like built just after the World War II because its tiles turned brown and the furniture was obviously made in the old times as they do not pose any modern design or style.

I decided to go out to visit the temples and some shops in town but I do not have a car and I also do not know how to drive a motor bike. The only option I had was to hire a taxi to drive me around town. I was blessed that I got a good taxi driver.

The taxi driver was kind that he volunteered to wait for me as I stroll in every place we stopped. That has touched me so much because these days, most taxi drivers will always ask for additional fee if they are asked to wait but this guy was so understanding and patient to wait for me without asking any extra fee. That really amazed me. For me, the experience about the character of this taxi driver was the best experience I had in Bali.

It is not the scene alone but its people.

I have not experienced their food because I only stayed there for a day but knowing that there are still people like the taxi driver is a great deal for me in my short travel to Bali.



**Visit Bali and meet amazing people!**

**Learning Activity 25**

## Meeting Agenda

1. Chief Executive's report
2. Finance Committee's report
3. Board Development Committee's report
4. Other Business
  - Porter to report on who he worked with to develop an information management system plan and what action did he do to seek for assistance in making the plan
  - Swanson to tell the group about a newly hired secretary

**Learning Activity 26**

The first advertisement is telling its audience that women can do the job, that women have the ability to do something and achieve something in the society. It gives a strong impact to its audience as it tries to empower women. The use of opposite colors make the message readable and poses an impact to the reader. The use of a single photo of a woman in blue clothes showing her arm indicates that women can also do roles in the society like men.

The second advertisement encourages the audience to do away from the old one and patronise the other product. It directly suggests that the product the audience should patronise is Pepsi.

**Learning Activity 27**

1. White propaganda
2. Gray propaganda
3. Black propaganda

**Learning Activity 28** (*Answers may vary. This is a sample answer only.*)

**For honest governance**





**Learning Activity 29**

1. A colonialist is one who aims to conquer land but an imperialist goes beyond conquering lands only because they employ control through politics and military power.
2. After the WW 1, Australia achieved the New Guinea mandate as they hope making this place a colony of Australia.
3. The white rule was described as something where they can freely give punishment to New Guineans by shooting as mentioned in paragraph 6 and by maltreating the blacks.
4. They were given a rough justice as they were shot one by one.
5. They were the ones who were forced to carry wounded men over the Kokoda Trail.
6. A forced one.
7. I agree at some point as we are now brothers but they have to compensate their past plunder.

**Learning Activity 30**

1. The purpose is to uplift the moral of the people and to be a role model to others.
2. The main point is living a life as a good example to others.
3. The main point is supported when it is said that you cannot retain self-respect if you yourself is foul of tongue but if you live a clean life then you lead others to live a clean life.
4. They are to set the right example.
5. Self-respect is retained if we watch our tongue and we live by example.
6. He expects the people of his country to work together either in time of peace or of war.
7. Being smart.

**Learning Activity 31**

The speech evaluation form below will be used by your selected audience to mark your speech performance.

<b>Speech Evaluation Sheet</b>		
Evaluate the speaker based on the following criteria:		
<b>Criteria</b>	<b>Equivalent score</b>	<b>Student's score</b>
<b>Delivery</b> <ul style="list-style-type: none"> <li>• Physical presentation of the speech that carries an effective communication with</li> </ul>	.....3	



<p>audience</p> <ul style="list-style-type: none"> <li>• Speaker's appearance reinforces the speech (e.g. profound, sad, humorous, etc.)</li> <li>• Body language support points through proper gestures</li> </ul>	<p>.....2</p> <p>.....3</p>	
<p><b>Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Determined by the audience's response</li> </ul>	<p>.....3</p>	
<p><b>Voice</b></p> <ul style="list-style-type: none"> <li>• Flexible-moving from one pitch level to another for emphasis</li> <li>• Has varied speed and volume, clear and easy to understand</li> </ul>	<p>.....3</p> <p>.....3</p>	
<p><b>Overall Impact</b></p> <ul style="list-style-type: none"> <li>• Displays mastery or knowledge of the content of speech, overall presentation and the energy reflected by the speaker.</li> </ul>	<p>.....3</p>	
	<b>TOTAL Score</b>	<b>/20</b>

### Learning Activity 32

- |            |             |
|------------|-------------|
| 1. Fact    | 6. Opinion  |
| 2. Opinion | 7. Fact     |
| 3. Opinion | 8. Opinion  |
| 4. Fact    | 9. Fact     |
| 5. Opinion | 10. Opinion |

**Learning Activity 33**

1. They are going to conduct a fundraising dinner.
  2. Dialysis
  3. PNG Kidney Foundation
  4. Fact: Michael Malabag is the Health and HIV minister.  
Opinion: Now being a member of the government it is not easy.
- 

**Learning Activity 34**

1. 22
  2. Port Moresby, Papua New Guinea
  3. 6 inch difference
  4. 2 years, 2013
  5. Listening to music
- 

**Learning Activity 35**

1. The policeman and the two middle-aged blacks
  2. It is because the two saw the policeman and the policeman chased them.
  3. He was asked to run ahead because he does not have a permit.
  4. Whites only
  5. People are discriminated because of their colors.
  6. A
  7. C
  8. Q1: Literal question  
Q2: Cause and effect question  
Q3: Inferential question  
Q4: Vocabulary question  
Q5: Universal question  
Q6: Tone question  
Q7: Tone question
-



## GLOSSARY

**Abject**

Terrible or extreme condition like being very poor or without success

**Agitated**

State of being troubled, anxious or excited

**Apartheid**

It is a political system in which members of different races had different political and social rights

**Absurd**

Something that is not reasonable or sensible

**Bellow**

To make a deep loud noise like a bull

**Comintern**

The communist international group also known as the Third International was a communist organization that advocate world communism

**Contort**

To make something twisted or deformed, to change the truth into a different statement

**Covey**

A small group of people or things

**Commode**

A piece of furniture like a chair or a small cupboard used to hold a chamber pot

**Deft**

Being skillful and quick in one's movement

**Despairing**

Showing the feeling of having no hope at all

**Estuary**

A wide area of water where a river flows into the sea

**Extemporaneous**

Speech or action that is unrehearsed or without prior preparation nor previous thought

**Exquisite**

Something that is extremely beautiful or a thing that is skillfully or finely made or done

**Fallacious**

Something that is deceiving or misleading, erroneous

**Fascist**



A person who supports fascism which is a political system which favours strong central authority and does not allow freedom of speech

**Foliage**

The leaves with stems or branches of a tree or plant

**Ghastly**

A very bad or unpleasant thing usually causing horror or fear

**Grotesque**

Ugly or looking strange

**Hapless**

Not lucky or unfortunate

**Imbecile**

A person with abnormally low intelligence

**Incumbent**

A person holding a present position

**Imperialist**

A person or country that supports or believes in imperialism where there is a policy of extending a country's power and influence in the world through political relations or military force like in acquiring colonies

**Incumbent**

A person who is holding a present official position

**Inference**

A conclusion reached in the basis of knowledge or facts

**Insidious**

Something that is spreading or acting gradually or without being noticed but with harmful effects

**Insinuate**

To suggest something bad about something or somebody in an unpleasant and indirect way

**Mandrake**

A poisonous plant used to make drugs especially ones which make people sleep

**Menace**

A thing or person that causes harm or trouble

**Oppression**

The act of treating people in a continually cruel and harsh way

**Ordinance**

An order or a law made by a government or authority

**Pact**

---



An agreement between two or more people, groups or countries

**Placate**

To make someone less angry, to calm or to satisfy

**Plot**

A series of events in a story

**Prerogative**

Refers to a special right or privilege to do a certain action

**Privation**

State of having lack of basic necessities needed for living

**Proceedings**

The process of using a law court or other official body to settle a dispute or disagreement

**Proffer**

It is to offer something to somebody

**Purgative**

A medicine or substance used for cleansing or for moving your bowels

**Reich**

German state or empire (Hitler's rule was the third Reich)

**Reichstag**

Germany's building where parliament member and officials can visit

**Repudiate**

To refuse or to reject to accept something

**Shenanigan**

A secret or dishonest activity or playful tricks

**Sleet**

Something mixed with rain

**Spearhead**

A person or group that begins or leads an attack, a campaign or any other activity

**Stifle**

To suppress or to control something

**Supplication**

A very humble request or prayer

**Thwart**

To prevent somebody from doing what they intend to do

---



**Usurp**

To take somebody's position of power or importance illegally or by force

**Vacuous**

Showing or suggesting lack of thought or intelligence

**Vile**

Extremely disgusting or bad

**Virulent**

Being extremely harmful

**Voluptuous**

State of having a full, round and sexually attractive figure

**Bawd**

An archaic word meaning a woman in charge of a brothel or a house of prostitution

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## STUDENT'S QUESTIONNAIRE

Course \_\_\_\_\_

Dear Student,

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

**Please tick the appropriate box.**

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

## STUDENT'S AND TEACHER'S COMMENTS

### My Problems or Comments

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

Dear Teacher,

### My Problems:

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### Comments on the Unit Book

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## PROVINCIAL CENTRES

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

## FODE 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.