



DEPARTMENT OF EDUCATION

## GRADE 9 ENGLISH

### UNIT 5



## READING AND WRITING 4 (FICTION)



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# **GRADE 9 ENGLISH**

## **UNIT 5**

### **READING AND WRITING 4 (FICTION)**

|                 |                            |
|-----------------|----------------------------|
| <b>TOPIC 1:</b> | <b>SHORT STORIES</b>       |
| <b>TOPIC 2:</b> | <b>TRADITIONAL STORIES</b> |
| <b>TOPIC 3:</b> | <b>NOVELS AND DRAMAS</b>   |
| <b>TOPIC 4:</b> | <b>WRITING</b>             |

### **Acknowledgement**

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**DIANA TEIT AKIS**  
PRINCIPAL

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## TABLE OF CONTENTS

|                                                                           | Page       |
|---------------------------------------------------------------------------|------------|
| <input type="checkbox"/> <b>SECRETARY'S MESSAGE.....</b>                  | 4          |
| <input type="checkbox"/> <b>INTRODUCTION TO UNIT 5 .....</b>              | 5          |
| <input type="checkbox"/> <b>STUDY GUIDE .....</b>                         | 6          |
| <input type="checkbox"/> <b>TOPIC 1      SHORT STORIES.....</b>           | 7          |
| <input type="checkbox"/> Lesson 1      Elements of a Short Story.....     | 9          |
| <input type="checkbox"/> Lesson 2      Contemporary Realistic Genre.....  | 17         |
| <input type="checkbox"/> Lesson 3      Historical Fiction.....            | 27         |
| <input type="checkbox"/> Lesson 4      Science Fiction.....               | 34         |
| <input type="checkbox"/> Lesson 5      Supernatural Fiction.....          | 42         |
| <input type="checkbox"/> <b>Answers to Practice Exercises 1- 5.....</b>   | <b>49</b>  |
| <input type="checkbox"/> <b>TOPIC 2      TRADITIONAL STORIES.....</b>     | <b>53</b>  |
| <input type="checkbox"/> Lesson 6      Myths.....                         | 55         |
| <input type="checkbox"/> Lesson 7      Kinds of Myths.....                | 63         |
| <input type="checkbox"/> Lesson 8      Legends.....                       | 71         |
| <input type="checkbox"/> Lesson 9      Fable.....                         | 77         |
| <input type="checkbox"/> Lesson 10      Allegory.....                     | 84         |
| <input type="checkbox"/> <b>Answers to Practice Exercises 6 -10.....</b>  | <b>92</b>  |
| <input type="checkbox"/> <b>TOPIC 3      NOVELS AND DRAMAS.....</b>       | <b>95</b>  |
| <input type="checkbox"/> Lesson 11      Narrative Elements of Novels..... | 97         |
| <input type="checkbox"/> Lesson 12      Films.....                        | 104        |
| <input type="checkbox"/> Lesson 13      Elements of a Drama.....          | 111        |
| <input type="checkbox"/> Lesson 14      Technical Aspects of Drama.....   | 118        |
| <input type="checkbox"/> Lesson 15      Story Scripts.....                | 126        |
| <input type="checkbox"/> <b>Answers to Practice Exercises 11-15.....</b>  | <b>133</b> |
| <input type="checkbox"/> <b>TOPIC 4      WRITING.....</b>                 | <b>136</b> |
| <input type="checkbox"/> Lesson 16      Narrative Writing.....            | 138        |
| <input type="checkbox"/> Lesson 17      Time Order.....                   | 148        |
| <input type="checkbox"/> Lesson 18      Creative Writing.....             | 153        |
| <input type="checkbox"/> Lesson 19      Story Outline.....                | 166        |
| <input type="checkbox"/> <b>Answers to Practice Exercises 16-19.....</b>  | <b>173</b> |
| <input type="checkbox"/> <b>UNIT SUMMARY.....</b>                         | <b>178</b> |
| <input type="checkbox"/> <b>GLOSSARY.....</b>                             | <b>179</b> |
| <input type="checkbox"/> <b>REFERENCES.....</b>                           | <b>185</b> |

## 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.

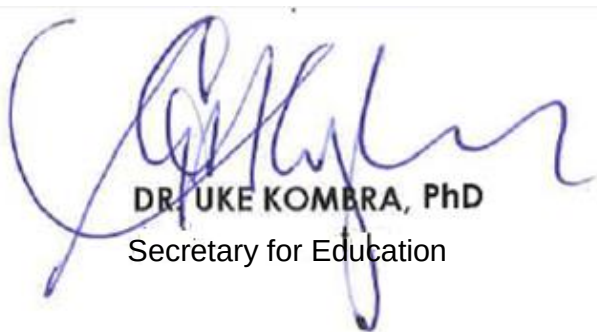
Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- 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

## INTRODUCTION TO UNIT 5

Welcome to Unit 5 of Grade 9 English. Unit 5 is a course about Fiction. In Unit 5 you will be learning about the literary works under the narrative genre.

This unit has four (4) topics and there are nineteen (19) lessons in this course book.

|          |                     |   |           |
|----------|---------------------|---|-----------|
| Topic 1: | Short Stories       | - | 5 Lessons |
| Topic 2: | Traditional Stories | - | 5 Lessons |
| Topic 3: | Novels and Dramas   | - | 5 Lessons |
| Topic 4: | Writing             | - | 4 Lessons |

Each lesson has several activities followed by a Practice Exercise at the end of each lesson summary. Answers for activities can be found at the end of each Practice Exercise while answers to Practice Exercises are provided at the end of each Topic. You are required to mark your own answers to each Activity and Practice Exercise whenever you see the instruction in the textbox below.

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF THE TOPIC.**

**Be honest with yourself** when you are doing your practice exercises and when marking your own answers against those provided in this booklet.

Cheating and copying answers will not help you! Study hard and you will have no regrets when the exam time comes.

This Unit has a separate assignment booklet for you to do. The information at the end of the last lesson in each Topic will let you know what to do with the assignment exercises. If you need help and advice, contact your tutor or your Provincial Coordinator who will assist you.

If you are in the NCD or Central Province, we are available on Mondays to Fridays. Call in at any time between 8 a.m. and 4 p.m. We will be glad to help you.

Use the Glossary at the end of the Unit to find the meaning of new terms or difficult words.

The following icons are used in each Lesson in this Unit. Icons are the symbols used in this book to indicate the parts of your lessons. The following are the icons and their meanings.

|                                                                                     |                     |                                                                                     |                       |
|-------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------|-----------------------|
|  | Lesson Introduction |  | All other Activities  |
|  | Lesson Objectives   |  | Vocabulary Activities |
|  | Reading Activities  |  | Listening Activities  |
|  | Speaking Activities |  | Summary               |

## STUDY GUIDE

---

Below are few steps to help you in your course study.

- Step 1: Carefully read through each lesson. In most cases, reading through once is not enough. It helps to read something through several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide at the end of each lesson after the Practice Exercise and mark you own answers. Do all the activities in the lesson and mark you answers the same way.
- Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. You must do only one Practice Exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says:

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

Turn to the marking guide at the end of the Topic and mark against those given in the Answers to Practice Exercise. Mark all your answers to Practice Exercises the same way.

- Step 5: When you have completed the Practice Exercise and have marked your answers, go back and correct the mistakes you made before moving to the next Lesson.
- Step 6: Study the next lesson following Steps 1,2,3,4, and 5.

Here is a sample Study Timetable for you to use as a guide. Refer to it as a reminder of your study times. A timetable will help you to remember when you should be doing your FODE studies each day.

| TIME                 | MON                                                                             | TUE | WED | THU | FRI |
|----------------------|---------------------------------------------------------------------------------|-----|-----|-----|-----|
| <b>8:00 – 10:00</b>  | <b>FODE STUDY</b>                                                               |     |     |     |     |
| <b>10:00 – 11:00</b> |                                                                                 |     |     |     |     |
| <b>1:00 – 2:00</b>   |                                                                                 |     |     |     |     |
| <b>2:00 – 4:00</b>   |                                                                                 |     |     |     |     |
| <b>6:00 – 7:00</b>   |                                                                                 |     |     |     |     |
| <b>7:00 – 9:00</b>   | Listen to or watch current affairs programmes. Write your diary or read a book. |     |     |     |     |

## TOPIC 1

### SHORT STORIES

In this Topic, you will learn about:

- **Elements of a Short Story**
- **Contemporary Realistic Genre**
- **Historical Fiction**
- **Science Fiction**
- **Supernatural Fiction**

**TOPIC 1: SHORT STORIES**

---



Short stories belong to the narrative genre of literature. These literary compositions may impart information or morale to the readers but their sole purpose is to entertain.

You will have to explain the meaning and identify the main purpose of each type of the short stories in this topic. A brief description of each is provided below.

In **Lesson 1**, you will study the different elements that make up **short stories**.

**Lesson 2** is all about the **contemporary realistic genre**. You will consider what you have learned in Lesson 1 in order to find out what makes this type of short story interesting and enjoyable.

In **Lesson 3** you will learn about a type of short story that belongs to the contemporary realistic genre, the **historical fiction**.

**Lesson 4** is all about **science fiction**. The stories in this lesson will take you to the future.

In **Lesson 5** you will learn about the **supernatural fiction**. You will consider its elements and main purpose.

We wish you all the best in your studies! You may now begin with Lesson 1.

## Lesson 1: Elements of a Short Story



Welcome to Lesson 1 of Unit 5. In this lesson you will study more about the short story and closely look at its elements.

### Your Aims:

- define short story and its elements
- identify and describe the different elements of a short story

In your previous studies, you were introduced to short stories and its elements. Below is an activity to help you define what you have learned so far.



**Activity 1:** Match the definitions in Column B to the words in Column A by writing the letters on the spaces before each number.

### Column A

- \_\_\_ 1. Short Story  
\_\_\_ 2. Character  
\_\_\_ 3. Setting  
\_\_\_ 4. Plot  
\_\_\_ 5. Theme

### Column B

- A. time and place of a story  
B. chain of events in the story  
C. controlling idea or belief in the story  
D. a piece of narrative that can be read in one sitting  
E. a person in a short story

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

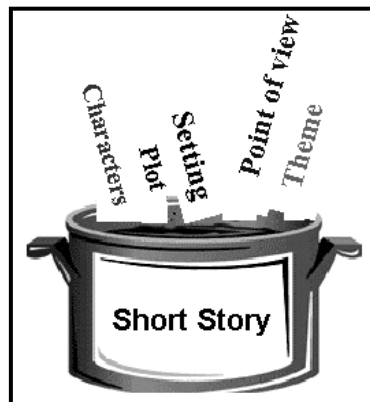
You, you will look at short story.

### What is short story?

A short story is a piece of fiction that has unity of impression that can be read in a single sitting, and is moving, exciting, or amusing.

For example, look at how journalists are taught to answer six important questions in writing the lead or opening paragraph of a news story: Who? What? When? Where? Why? How?

Short stories tend to answer these questions, often by emphasising one question more than the others.



Let us consider the major elements of the short story: character, setting, plot, point of view and theme.

## Elements of the short story

### 1. Character

A person in a short story is called a *Character*. The person around whom the conflict revolves is called the *Main Character*. *Character Development* is the change in the person from the beginning to the ending of a story. The way of showing what a character is like: The way that person looks, talks, acts or thinks is termed **Characterisation**. We say the person who changes in personality or attitude is *Dynamic* or *Round*, those that remain the same are referred to as *Static* or *Flat*.

The hero of the story who is faced with a conflict is the *Protagonist* while the villain of the story, the person who causes the conflict is the *Antagonist*.

Characters in the story can be identified through:

1. physical description;
2. character's thoughts, feelings, words;
3. comments and reactions of other characters;
4. actions of the character and author's stated opinion.

### 2. Setting

The setting (time, place) of the short story has definite impact on character development and plot.

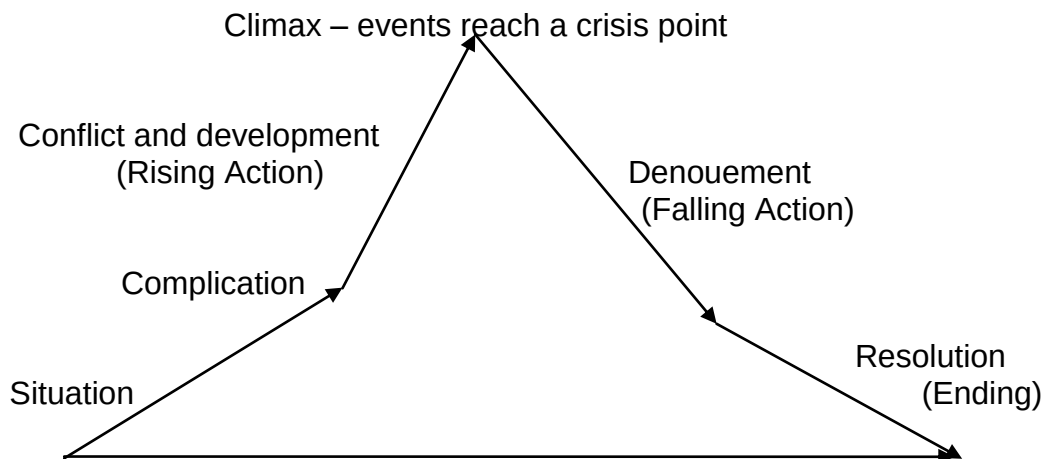
Example: "Certain dank gardens cry aloud for a murder; certain old houses demand to be haunted; certain coasts are set apart for shipwreck." (Robert Louis Stevenson)

The setting often plays a major role in the interaction between the characters and their environment. By answering the questions **Where** and **When**, setting provides a locale, a stage for the dramatic action. In a well-developed story plot, character, and setting are interwoven.

### 3. Plot

Plot is the plan, design, scheme, or pattern of events in a play, poem, or work of fiction. In the plot we are concerned with **What** and **How**. A fully developed plot is often divided into six sections: **situation**, **complication**, **conflict** and **development** (rising action), **climax**, and **falling action** or **denouement**.

**Denouement**, pronounced as /deɪˈnuːmɔ̃/, is the final part of a story in which the events of the plot are drawn together and matters are explained or revealed. Then it is quickly followed by the *resolution* in which the conflicts are resolved or the final outcome of the story is presented. Study how the sections of a plot are outlined in the figure below.



See how it works in a story familiar to you, *Romeo and Juliet* by William Shakespeare.

Romeo sees Juliet at a ball and falls instantly in love (situation). Unfortunately, the two lovers belong to feuding families (complication). The warring families continue to feud and Romeo and Juliet continue to be in love. A duel results in Romeo killing Juliet's kinsman (conflict and development). Romeo and Juliet continue to try to be together but die as the result of a failure in communication (climax). The two warring families were forced to face each other after they discovered what happened and realised their mistakes (denouement). After they realised their mistakes, they decided to forgive each other and not fight any more in honour to the dead lovers (resolution).

The plot shows us what happens and how it happens. It is the strongest element in stories for children and young readers. A good plot also captures the reader's interest and causes adult readers to turn pages rapidly.

The main character is presented within a situation which presents a problem or *conflict* which he or she must resolve. The events leading up to the resolution or climax of the story is commonly referred to as the rising action.

### Types of conflict

#### a. External

- Human vs. Human (Physical)
- Human vs. Nature (Circumstances)
- Human vs. Society (Social)

#### b. Internal

- Human vs. Himself/Herself (Psychological)

### 4. Point of View:

It is critical to be able to see things from another's point of view.

Types of point of view:

- a. Omniscient – Narrator knows all – thoughts, feeling, ideas
- b. Third Person – Narrator can describe characters and what they are doing, but not their thoughts and feelings
- c. First Person – The main character tells his own story and refers to himself as "I"

5. Theme

It is the controlling idea or belief as to what is important or unimportant in life. It gives the basic meaning to a literary work.

The central idea of Romeo and Juliet is the tragic waste of young people's lives because of the stupidity of a family quarrel.

Similarly, the central idea, or theme, of a short story is an important element in its development. Theme often depends upon human emotions like greed, love, jealousy, hatred, and courage.

Now do the exercise on the next page to check your learning.



**Activity 2** Match the definitions in Column B to the words in Column A by writing the letters on the spaces before each number.

**Column A**

**Column B**

- |                          |                                                                 |
|--------------------------|-----------------------------------------------------------------|
| ___1. Theme              | A. the hero or good person in the story                         |
| ___2. Plot               | B. stereotype                                                   |
| ___3. Resolution         | C. story told from the "I" point of view                        |
| ___4. Rising Action      | D. set of actions bringing the story to an end                  |
| ___5. Conflict           | E. course of actions in the story                               |
| ___6. Climax             | F. the opposing force(s) between the protagonist and antagonist |
| ___7. Falling action     | G. where a story takes place                                    |
| ___8. Point of view      | H. plot in the story that builds to the climax                  |
| ___9. Flat character     | I. the high point of the story when the conflict is resolved    |
| ___10. Rounded character | J. a piece of prose that can be read in one sitting             |
| ___11. Protagonist       | K. the force that opposes the protagonist                       |
| ___12. Antagonist        | L. position from which the story is told to the reader          |

- \_\_\_13. Setting M. the main idea or message of the story
- \_\_\_14. First person N. story told from the *he/she/they* point of view
- \_\_\_15. Third person O. "wrap up" of the story plot
- \_\_\_16. Short story P. a changed person

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---



### Summary

You have come to the end of Lesson 1. In this lesson you learned about the short story and its major elements. With this knowledge, it will be easier for you to identify a short story from the other types of writings.

---

**NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.**

**Practice Exercise: 1**

---

**A. Write the letter of the correct answer on the space before each number.**

\_\_\_\_1. The problem that the main character must resolve is the \_\_\_\_\_.

- |             |            |
|-------------|------------|
| A. mood     | B. climax  |
| C. conflict | D. setting |

\_\_\_\_2. The plot of a story starts off with a \_\_\_\_\_.

- |             |                  |
|-------------|------------------|
| A. climax   | B. rising action |
| C. conflict | D. theme         |

\_\_\_\_3. The most exciting part of a story is called the \_\_\_\_\_.

- |               |                   |
|---------------|-------------------|
| A. conflict   | B. falling action |
| C. resolution | D. climax         |

\_\_\_\_4. The moral or lesson to be learned in a story is called the \_\_\_\_\_.

- |               |          |
|---------------|----------|
| A. conflict   | B. mood  |
| C. sequencing | D. theme |
- 

**B. Read the selection below to answer the questions.**

Although Maria was only seven years old, people always wanted to know what she wanted to be when she grew up. Her response was easy, a teacher. She had the perfect picture in her mind what her classes would look like and how they would behave. The only problem was that she did not have any worksheets or materials to give to her imaginary class.

In class she watched the teacher walk over to her file cabinet and throw mounds of unused worksheets in the trash. "What a waste!" Maria murmured to herself. An idea suddenly blossomed in her head. She would use the worksheets that had ended up in the trash. After school, when the halls were clear of students and teachers, she sneaked into Mrs. Vaki's class, her first grade classroom and grabbed the discarded worksheets. Feeling confident that she had accomplished her mission, she walked around the corner with her new teaching materials under her arms. A loud, booming voice startled her as the janitor yelled, "What are you doing here? Go home!"

Maria did not wait to respond to his questions as she ran out of the school's front doors. As she walked home, she kept looking behind her to see if the janitor had followed her. Safely home, she closed her bedroom door and announced to her imaginary students, "Good morning, students. Today you are going to learn about nouns and verbs. I am going to pass out a few worksheets and explain the assignment to you."

**Write the letter of the correct answer on the space provided before each number.**

- \_\_\_\_ 1. Maria searched in the *trash* or rubbish bin for \_\_\_\_\_.  
A. money  
B. her lunch  
C. her homework  
D. unused worksheets
- \_\_\_\_ 2. Maria can be best described as \_\_\_\_\_.  
A. shy  
B. angry  
C. moody  
D. goal oriented
- \_\_\_\_ 3. Maria's imaginary class is located in the \_\_\_\_\_.  
A. school  
B. library  
C. bedroom  
D. dining room
- \_\_\_\_ 4. What was the last event in the story?  
A. She walked home  
B. The janitor yelled at her  
C. She ran out of the school  
D. She greeted her imaginary class
- \_\_\_\_ 5. Maria's conflict at the beginning of the story is \_\_\_\_\_.  
A. that her teacher does not recycle  
B. she does not have any teaching material  
C. that the janitor catches her sneaking into the trash  
D. she does not know what she wants to do when she grows up
- \_\_\_\_ 6. Which one of the following is a major character?  
A. Mrs. Vaki  
B. Maria  
C. Imaginary class  
D. Janitor

---

|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.</b> |
|------------------------------------------------------------|

**Answers to Activities****Activity 1**

1. D
2. E
3. A

4. B
5. C

**Activity 2**

1. M
2. E
3. O
4. H
5. F
6. J
7. D
8. L

9. E
10. P
11. A
12. K
13. G
14. C
15. N
16. J

## Lesson 2: Contemporary Realistic Genre

---



Welcome to Lesson 2 of Unit 5. In the previous lesson you learned how to identify the elements of a short story.

In this lesson you will apply what you learned in Lesson 1 in order to study a type of short story that is called contemporary realistic or modern short story.



### Your Aims:

- define contemporary realistic genre and modern short story
- identify the elements of a contemporary realistic short story
- analyse the elements of a modern story

---

### What is contemporary realistic genre?

Contemporary realistic genre can include any story that is written in recent times. This genre is interesting and enjoyable for the simple reason that people can easily relate to the issues and themes that are depicted in the contemporary realistic or modern short stories.

You will learn more about contemporary short stories by reading the article in the following activity.



### Activity 1 Read the article below then answer the questions that follow.

“The modern short story is a work of art, relatively short, with an **elaborate** structure, an interest in time and space, having an emotional impact, and a consciousness of style. The traditional elements of short stories, like the introduction, rising action, climax, falling action, and epilogue are not always observed by modern authors. Their works are more flexible in structure, more **expansive** in their content and theme, and more expressive in style.

Edgar Allan Poe’s works, forerunners of today’s short stories, set the formal characteristics of this genre: the story was to be short, able to be read in a single sitting so as to give a unity of impression by focusing on one isolated incident in the life of a character, or in one character’s relationship with another. An atmosphere is created in which the characters live, breathe, and function, which, in turn, creates an emotion.

The unity of impression is the most important characteristic of a modern short story. It builds an intense emotional climate in which all the elements of the story **converge** to create the climax, and finally, the falling action and conclusion. The action is another important element of the short story. Something must happen, no matter how small. The story must bring the reader from Point A to Point B to insure its value as an art form. The short story’s internal structure determines the significance of the different elements, both technical and artistic (themes, symbols, images), which

distinguish its genre from other narrative forms. Point of view is instrumental in the unfolding of the narrative as it determines the climate in which the story takes place.

Due to the **brevity** of a short story, the writer must make every word count. The introduction creates the interest for the reader and the emotional tone of the narrative. The author sets the scene, describes the atmosphere, determines the time, and gets the characters moving.

The exposition presents the conflict around which the story takes place. This conflict could be between characters, between characters and society, between characters and nature, or within the soul of the main character. The exposition's tension leads to the climax. The change that occurs determines the falling action. The falling action is given great intensity by the converging of all the elements of the short story toward it. Occasionally, in a short story where the atmosphere is the most important element, the falling action is relatively weak.

The modern short story's strength rests on its effectiveness as a **microcosm** of society with well-defined limits, along with its great intensity and completeness. The success of a short story depends upon the ability of the narrator to manipulate the elements of the short story."

- A. Study how the bolded words were used in the passage. Now, match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers.

| Column A          | Column B         |
|-------------------|------------------|
| ____ 1. elaborate | A. shortness     |
| ____ 2. expansive | B. come together |
| ____ 3. converge  | C. give details  |
| ____ 4. brevity   | D. reflection    |
| ____ 5. microcosm | E. outgoing      |

- 
- B. Complete the sentences by filling in the blanks with words or phrases from the article.

1. The \_\_\_\_\_ is a brief piece of writing that can be read in one sitting.
2. The most important characteristic of a modern short story is its \_\_\_\_\_.
3. An important element that a modern short story must always have is the \_\_\_\_\_.

4. An effective short story depends upon its \_\_\_\_\_.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

Short stories may have the same set of elements but the description of each varies from one genre to another. Below are the descriptions of the elements of a contemporary realistic short story or modern short story.

### Elements of Contemporary Realistic Fiction

1. Characters
  - Characters are ordinary real people
  - Characters usually change as a result of the problem and must be able to resolve it
2. Setting
  - Place is based on real places
  - Time is anytime or no time but must reflect twentieth-century
3. Plot
  - Actions and events must be possible and believable
  - Usually contains problem or puzzling event for characters to resolve
  - Readers/listeners usually feel that the story really happened or may want to believe that it did
4. Theme
  - Life themes as well as good versus bad
5. Style and Tone
  - Characters, plot, setting, theme, events, problems, mirror real life
  - Events are historically accurate, but do not necessarily have first person accounts

Now read a modern short story in order to identify its elements in the following activity.



### Activity 2 Read the selection below then answer the questions that follow.

#### **Thank You, Ma'am** By Langston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance, so instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right squarely in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my purse, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering *you* when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose--at last. Roger looked at the door--looked at the woman--looked at the door--*and went to the sink.*

"Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my purse! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my purse."

"I wanted a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch my purse to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, *run*!

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say *but*, didn't you? You thought I was going to say, *but I didn't snatch people's purses*. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you sit down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen were a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner other eye, if she wanted to. He did not trust the woman *not* to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto *my* purse *nor nobody else's*—because shoes come be devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on."

She led him down the hall to the front door and opened it. "Goodnight! Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something else other than "Thank you, ma'am" to Mrs. Luella Bates Washington Jones, but he could not do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.

**Fill in the following as appropriate.**

1. Setting

a. Place – \_\_\_\_\_

b. Time – \_\_\_\_\_

2. Plot

a. Introduction – \_\_\_\_\_

\_\_\_\_\_

b. Rising Action – \_\_\_\_\_

\_\_\_\_\_

c. Climax – \_\_\_\_\_

\_\_\_\_\_

d. Falling action – \_\_\_\_\_

\_\_\_\_\_

e. Denouement – \_\_\_\_\_

\_\_\_\_\_

3. Conflict: Choose the conflict for the short story by circling the letter of the best choice from the options below.

a. Man vs. Society (social)

b. Man vs. Man (physical)

c. Man vs. Nature (circumstances)

d. Man vs. Himself/Herself (psychological)

4. Character: Identify the main characters and then describe each of their characteristics.

a. Character 1 \_\_\_\_\_

\_\_\_\_\_

b. Character 2 \_\_\_\_\_

\_\_\_\_\_

- c. Which characters from the story fit these descriptions and why?
- a. Round Character – \_\_\_\_\_
- b. Static Character – \_\_\_\_\_
5. Point Of View: or p.o.v., is defined as the angle from which the story is told. Circle the point of view used to tell the story.
- a. Omniscient
- b. Third Person
- c. First Person
6. Theme: In two to three words, describe the theme of the story. Explain why these words best describe the theme.

The words that best describe the theme of the story are: \_\_\_\_\_

\_\_\_\_\_

The reason is because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



## Summary

You have come to the end of Lesson 2. In this lesson you learnt about contemporary realistic genre and the type of short story, contemporary realistic or modern short story. You have also identified the elements of a contemporary realistic or modern short story.

**NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.**

**Practice Exercise: 2**

---

**Circle your answer for each question. Base your answers on the story in Activity 2 on pages 19 to 22.**

1. Characters
    - a. Are the characters ordinary and real people? **Yes / No**
    - b. Did the character/s change as a result of the problem and was able to resolve it? **Yes / No**
  2. Setting
    - a. Is the place based on real places? **Yes / No**
    - b. Does the time reflect modern times? **Yes / No**
  3. Plot
    - a. Are the actions and events possible and believable? **Yes / No**
    - b. Did the story contain problem or puzzling event for characters to resolve?  
**Yes / No**
    - c. Do you feel that the story really happened or did the story make you feel that it really happened? **Yes / No**
  4. Theme
    - a. **Good side of people / Bad side of people**
  5. Style and Tone
    - a. Did the characters, plot, setting, theme, events, problems, mirror real life?  
**Yes / No**
    - b. Are the events historically accurate, but do not have first person accounts?  
**Yes / No**
- 

|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.</b> |
|------------------------------------------------------------|

**Answers to Activities****Activity 1****A.**

1. C
2. E
3. B
4. A
5. D

**B.**

1. short story
2. unity of impression
3. action
4. elements

**Activity 2**

1. Place – a home in the city  
Time – Around 11 o'clock in the night
2. a. Introduction  
In one of the streets in the city at 11 o'clock in the night, a boy tried to snatch a woman's purse.  
b. Rising Action  
The woman caught the boy and brought him home.  
c. Climax  
The woman fed the boy instead of bringing him to jail.  
d. Falling Action  
The woman advised the boy then gave him money for his shoes.  
e. Denouement  
The boy showed a change of heart and learned to appreciate Mrs. Jones' kindness.
3. d
4. a. Mrs. Louella Bates Washington Jones  
She is a large woman who has a very kind heart.  
b. Roger  
A delinquent who was neglected and misguided.
5. b
6. Theme

(This is just a sample answer to compare with your own answer.)

*The words that best describe the theme of the story are: understanding, guidance, encouragement and kindness.*

The reason is because kindness encourages a change of heart more than a harsh word or action. We can see towards the end of the story that Mrs. Jones' kindness has encouraged Roger to be a better person.

## Lesson 3: Historical Fiction

---



Welcome to Lesson 3 of Unit 5. In the previous lesson you learned the contemporary realistic genre. In this lesson, you will learn about another short story that belongs to the contemporary realistic genre, the historical fiction.



### Your Aims:

- compare historical short story and modern short story
  - identify the elements of historical short story
  - analyse a historical short story
- 

As we look back on the past, there are many important events in history, but what if you could sit in some whirring, darkened time machine, pull a few levers, and disappear into the past? Historical fiction can allow you to try to do just that. Before you learn more about historical fiction, you will try to get more ideas about it by reading the article in the activity below. The article talks about the characteristics of both modern and historical short stories.



### Activity 1: Read the article below then fill in the table on the next page.

A short story is considered realistic fiction if events in the story did not really happen but could have. Realistic fiction is usually divided into historical and contemporary or modern fiction. Contemporary fiction takes place today or in the recent past; historical fiction takes place further in the past. This distinction seems simple enough, but the line between the two categories is somewhat blurred. Because of this issue, some authorities suggest that a story should expressly try to convey the everyday life and/or important events of a period in the past to be considered historical fiction.

Quality historical and contemporary realistic fiction stories are populated with characters as real as people we meet every day. Main characters are usually children, so they should think, behave, and express themselves as children. Both historical and contemporary fiction deal with feelings and issues that children can relate to, such as friendship, family life, school, and growing up. Many stories in these genres also deal with serious issues such as death, divorce, war, and other disruptions. If well written, these powerful stories can help a child or even an adult deal with problems and feelings they are experiencing in their own lives.

Historical fiction has the added burden of being historically accurate. If the author did not experience the time period themselves, they must carefully research their subject and try to correctly portray both historical events and everyday life. For example, no matter how moving the tale of a boy and his dog, the mention of canned dog food in a story set in colonial times would seriously distract and detract from the story.

Complete the table below by filling in the missing information in the numbered boxes.

| Elements                | Realistic Fiction                  |                                                                               |
|-------------------------|------------------------------------|-------------------------------------------------------------------------------|
|                         | Contemporary or Modern Short Story | Historical Short Story                                                        |
| <b>Plot</b>             | Realistic                          | 1.                                                                            |
| <b>Time and Setting</b> | 2.                                 | Further in the past                                                           |
| <b>Subject</b>          | Everyday life                      | 3.                                                                            |
| <b>Issues</b>           | 4.                                 | Friendship, family life, school, growing up, death, divorce, war, and others. |
| <b>Characters</b>       | Real people                        | 5.                                                                            |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

### What is historical fiction?

Historical fiction is fiction that is based on historical events or people. It is a combination of fiction and historical fact. Although some facts may be true, most of the story is fictionalised. Take a closer look at the description of the elements of historical fiction below.

#### Elements of Historical Fiction

1. Characters:
  - are ordinary real people who could have lived in the historical setting
  - usually change as a result of the problem and must be able to resolve it
  - may be actual people from history, but remember that the story is not true or fictional
2. Setting
  - place is a particular historical geographical location
  - time is a particular historical period
3. Plot
  - must be believable and based on historical events
  - usually presents a problem or puzzling event as a result of the time or place in history for characters to resolve

- reader/listener usually feel that the story really happened or could have happened
4. Theme
    - everyday life themes as well as good versus bad/evil
  5. Style and Tone
    - the story must be told with significant detail to place the reader/listener in the historical setting and situation
    - characters, plot, setting, theme, events, problems, mirror historical life
    - most events are historically accurate, but minor events and/or characters are added or modified

In the activity below you will read an extract from the historical short story “Happy With Crocodiles” by Jim Shepard. The story takes the reader back several decades into the South Pacific where Shepard recreates an American infantry assault on the Japanese in New Guinea. The inexperienced protagonist battles not only the enemy and the harsh weather but his anxiety about the girlfriend he left behind, who was always more fixated on his brother. Shepard’s acknowledgments sometimes verge on bibliography; “Victory in Papua: The War in the Pacific” is one of the 11 sources he cites for “Happy With Crocodiles.”



**Activity 2 Read the passage then answer the questions that follow.**

We were told to splash or make noise when crossing the creek, because the aborigines said it was happy with crocodiles. By that, we were told, they meant lousy with crocodiles.

“So *noise* scares crocodiles?” Leo wanted to know while they were telling us this.

“No, not really,” the guy giving the briefing told him.

Some guys were so bored and hot that they sat in the water anyway. “I’m hoping one comes by,” Doubek, our radioman, said when we teased him about it. “Crocodile takes a piece of this ass, I got my ticket home.”

Everywhere you went, if you asked someone how it was going, they said, “Sweatin’ it out, boy. Sweatin’ it out.” After a while that changed to, “Well, it won’t be long now!” which meant the opposite. Some of the officers thought that the guys who said that were serious.

We had reason to be a little shaky in terms of morale when it came to the big picture. All during basic and the long boat ride over, there’d been nothing but bad news from this part of the world: we were told *At least we had Rabaul and its naval base*, though none of us knew what Rabaul was, and then we heard that whatever it was, it had surrendered. They showed us a newsreel called *Singapore the Impregnable* the week before the Japs took it. Darwin was bombed. Jap submarines shelled Newcastle. “Isn’t that in *England*?” Leo asked.

“The other Newcastle,” a swabbie told him. We were on deck on the way over, lounging near the garbage dump on the stern. “Well, tell the Aussies Help Is On the Way,” Leo said, picking through a crate of wrinkled oranges from the officers’ mess.

Apparently things had looked so bleak that the Aussies had figured they'd just *give up* the northern half of their country, and had planned on drawing their defensive line just above their southern cities. McArthur supposedly talked them out of it.

Part of his argument, we were told, was: after all, the Japs didn't even have total control of New Guinea. Though it was only the terrain that left Moresby in our hands. No one could get over the mountains and through the jungle in any kind of fighting shape. All we had holding that side of the island was a Wirraway, two Catalina flying boats, and a Hudson minus its wing. Some guys were working on the wing. We saw them when we came ashore. They had one anti-aircraft gun. They told us that in the event of a Jap attack their orders were to hold out for at least 36 hours. When we exclaimed at that, they looked insulted and said that Rabaul had only held out for four. They said that the news wasn't all bad, though: it turned out that if they depressed their anti-aircraft gun to its minimum elevation, they could also use it against landing craft.

1. Who is the protagonist in the story? \_\_\_\_\_
2. What is the narrator's point of view? \_\_\_\_\_
3. Name at least two (2) problems that were faced by the characters?
  - a. Man vs Man  
\_\_\_\_\_
  - b. Man vs Nature  
\_\_\_\_\_
4. Where and when did the story happen? \_\_\_\_\_
5. Name the historical facts mentioned by the author:
  - a. People:  
\_\_\_\_\_
  - b. Places:  
\_\_\_\_\_
  - c. Events:  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



## Summary

You have come to the end of Lesson 3. In this lesson you learned about historical fiction and compared its characteristics with the modern fiction. You have also identified and analysed the elements of a historical short story.

---

**NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.**

**Practice Exercise: 3**

---

**Circle your answer for each question. Base your answers on the story in Activity 2.**

1. Characters
    - a. Are the characters ordinary and real people who could have lived in the historical setting? Yes / No
    - b. Are there characters mentioned in the story who may be actual people from history? Yes / No
  2. Setting
    - a. Is the place based on real places? Yes / No
    - b. Does the time reflect a particular period in history? Yes / No
  3. Plot
    - a. Are the actions and events believable and based on historical events? Yes / No
    - a. Did the story present a problem as a result of the time or place in history for characters to resolve? Yes / No
    - b. Did the story make you feel that it really happened? Yes / No
  4. Theme
    - a. Are there everyday life themes as well as good versus bad/evil? Yes / No
  5. Style and Tone
    - a. Was story told with significant detail to place the reader/listener in the historical setting and situation? Yes / No
    - b. Do the characters, plot, setting, theme, events, problems, mirror historical life? Yes / No
    - c. Are some of the events historically accurate, but minor events and/or characters are added or modified? Yes / No
- 

|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.</b> |
|------------------------------------------------------------|

### Answers to Activities

#### Activity 1

1. Realistic
2. Today and recent past
3. Everyday life
4. Friendship, family life, school, growing up, death, divorce, war, and others.
5. Real people

#### Activity 2

1. The narrator/ a U.S. soldier
2. First Person
3. *Man vs Man* – U.S. soldiers against the Japanese soldiers
4. Papua New Guinea during the World War 2
5. *People:* McArthur  
*Places:* Rabaul, Singapore, Darwin, Newcastle, Englsnd, Moresby  
*Events:* Japanese taking over Rabaul and Singapore, and bombing of Darwin and Newcastle in Australia

## Lesson 4: Science Fiction



Welcome to Lesson 4 of Unit 5. In the previous lesson you learned about historical fiction under the realistic genre. The lesson allowed you to read short stories that happened in the past.

In this lesson, you will learn about another type of fiction that belongs to a different genre. It is called the science fiction and unlike the historical short story, the stories in this lesson will take you to the future.



### Your Aims:

- define science fiction
- identify and describe the elements of science fiction
- read a scientific short story

Before you read on, do the vocabulary activity below to define new terms.



**Activity 1** Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use a dictionary.

| Column A             | Column B                                         |
|----------------------|--------------------------------------------------|
| ___ 1. Telepathy     | A. move objects using mind force                 |
| ___ 2. Telekinesis   | B. robots                                        |
| ___ 3. Teleportation | C. moving from one place to another              |
| ___ 4. Dystopia      | D. connection between regions of space time      |
| ___ 5. Apocalyptic   | E. mind-reading                                  |
| ___ 6. Wormhole      | F. having human characteristics                  |
| ___ 7. Humanoid      | G. supernatural                                  |
| ___ 8. Mutants       | H. an imaginary bad place                        |
| ___ 9. Androids      | I. end of the world scenario                     |
| ___ 10. Paranormal   | J. beings that have gone through transformations |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

Now, you look at science fiction.

**What is Science Fiction?**

Science fiction is a genre of fiction dealing with imaginary but more or less possible or at least non-supernatural content such as future settings, futuristic science and technology, space travels, aliens, and paranormal abilities. Exploring the consequences of scientific innovations is one purpose of science fiction, making it a "literature of ideas".

Science fiction is largely based on writing convincingly about other possible worlds or futures. It is similar to, but differs from fantasy in that, within the context of the story, its imaginary elements are largely possible within scientifically established laws of nature.

The setting for science fiction is often different to known reality, but most science fiction relies on suspension of disbelief, which is created in the reader's mind by scientific explanations or solutions to various fictional elements.

Science fiction elements include:

- A time setting is usually in the future that contradicts known facts of history.
- A spatial setting that consists of scenes in outer space such as spaceflight, on other worlds, inside the earth or under the sea.
- Characters that include aliens, mutants, androids, or humanoid robots.
- Technology that is futuristic, ray guns, teleportation machines, humanoid computers.
- Scientific principles that are new or that contradict known laws of nature, for example, time travel, wormholes, or faster-than-light travel.
- New and different political or social systems like dystopia, a post-apocalyptic situation where organised society has collapsed.
- Paranormal abilities such as mind control, telepathy, telekinesis, and teleportation.



**Activity 2** Complete the sentences by filling in the missing information based on what you have read. Write your answers on the spaces.

1. Science fiction deals with \_\_\_\_\_ but realistic content.
2. Name the usual setting for a science fiction story:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. Name the usual characters found in science fiction stories:
  - a. \_\_\_\_\_

- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
4. Name three (3) examples of futuristic technologies mentioned in the passage:
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
5. Name three (3) examples of scientific principles that are usually introduced in science fiction stories:
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
6. Name the mind control abilities that are commonly described in science fiction stories:
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

Now, you are going to read samples of short stories that belong to the science fiction genre. The following activity contains extracts of two interesting science fiction stories. Read on!



**Activity 3 Study the elements of each passage then answer the questions that follow.**

**A.**

**Twelve Hours From Earth by Rick Badman**

The four men took off from Geosynch One for the twelve-hour trip to the Kuiper Belt space station Yukon in a craft that two of the men hoped would finally prove the speed of light was no barrier. At the controls were John Harris, the inventor of the craft, and Pete Williams, the billionaire who invested 1/3 of his fortune into the building of the Light Racer. Steve Simmons of United Press International was given exclusive rights to publishing the account of the trip while Dr. Jonas Lewis, a nuclear physicist, was aboard to keep the other three honest since he had spent most of his life believing Einstein was right. The speed of light was an uncrossable barrier.

**B.****Blame it on the Visitor by Dean Traylor**

The alien shuffled down to the bottom of the ramp and stepped onto the grass. It looked to and fro at the backyard. He glanced at a sapling tree my mother planted, then moved to it and stood before it, cocking its head once or twice. It opened its mouth and a long orange tube shot out and touched the tree. Suddenly, its skin turned green and blue. Then, back to orange. All the while, my dad and I had stopped retreating and stood still watching the spectacle before us. His grip loosened as he stared star-struck by the alien's presence. I slipped from his grasp and stood there watching the alien change colors while sticking its tongue at the tree. Cautiously, I took a step closer to it. My father did not stop me. He was frozen with fear. He didn't even open his mouth to say "don't go." I had to admit; it was nice to have him not hold me back.

1. Name the scientific elements that are found in each passage:

a. Twelve Hours From Earth

---

---

b. Blame it on the Visitor

---

---

2. Which passage has each of the following point of view? Write the letter of your answer on the space.

a. First Person \_\_\_\_\_

b. Third Person \_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

**Summary**

You have come to the end of Lesson 4. In this lesson you learned about the science fiction genre and its elements. You have also identified the elements of science fiction stories.

**NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.**

**Practice Exercise: 4**

---

**Read the science fiction story below then answer the questions that follow.**

**Mandy's Friend**  
By Amanda Sullivan

Mandy was like many ten year old girls. She was pretty and sweet. She was a good girl and made her parents very proud. She was a smart little girl, but this was where she was different. She was not just smart like a normal girl, but she was a genius. A genius is an extra smart person. A person might think that because Mandy was so smart that she would have a lot of friends, but she didn't. A lot of kids made fun of Mandy because she was so smart and she loved science.

"Why don't you act like a normal girl?" the other girls in her class would say. "You're so weird."

Even the boys made fun of her. "You're so smart that's why you're teacher's pet. You're boring."

Mandy couldn't help being different. She loved science and what was so bad about being extra smart? She was very lonely.

One day, she decided that she wasn't going to be lonely anymore.

"I'll make my own friend." she said to herself.

From that day on she was very busy. Mandy went to school, came home and didn't come out of her room except at dinner. The only reason she came out then was because her mom wanted her to.

"I'm worried about Mandy." her mom said to Mandy's dad. "She doesn't have any friends. She doesn't play outside. She just stays in her room and won't unlock the door."

"She wants to be a scientist." Mandy's dad explained. "She's probably just working on an invention. We shouldn't discourage her creativity."

When her mom asked what she was doing, Mandy just smiled. "When the time is right I will show you." she said.

After a few weeks, Mandy came out of her room.

"Mom and Dad I want you to meet my new friend Reggie." Mandy said. Then she stepped back and a boy stepped forward. He had brown hair and brown eyes. He was a little taller than Mandy and he was very polite. He shook Mandy's dad's hand and kissed her mom's hand.

"How do you do?" he asked.

"Fine, thank you." said Mandy's mom. Mandy's parents were so surprised that Mandy had a friend they didn't know what to do.

"Does this boy go to your school?" asked Mandy's dad.

"He will on Monday." Mandy said. "He is very smart. Now I will have someone to talk to."

"When did you meet him?" asked her mom.

"I have a little secret to tell you." Mandy said shyly. "He looks and acts like a boy, but he is really a robot."

"Oh my goodness!" Mandy's mom exclaimed.

"Brilliant!" Mandy's dad said as he walked around looking at the robot boy.

Mandy showed them all the things that Reggie could do. He could respond when a person talked to him just like a real boy would. He could walk, run and even dance. Her parents would never have known he was a robot if Mandy hadn't told them. They were all so excited.

"Please keep my secret." said Mandy.

"We will." said her dad. "I hope you decide to tell people. You could get an award."

"I don't want an award and I don't want Reggie taken away from me." said Mandy. "I just wanted a friend and now I have one."

Mandy took Reggie to school with her. Everyone thought he was a real boy. She said he was a new boy who her parents had adopted. Now she had a friend. Everyone liked Reggie so much that they became her friends too. Now, she had Reggie and a class full of friends. Many of the kids told her they were sorry for being mean to her. Mandy kept improving Reggie. As she grew up, so did he. He helped her with some of her inventions. She grew up to be a great scientist and one day she told everyone that Reggie was a robot. She explained why she had made him. This made her even more famous. She even took Reggie with her on her first trip to the moon. She won many awards and became a very happy scientist.

1. Who is the protagonist in the story? \_\_\_\_\_
2. Who are the antagonists in the story? \_\_\_\_\_
3. What is the problem encountered by the main character?  
\_\_\_\_\_
4. How did the main character solve the problem? \_\_\_\_\_  
\_\_\_\_\_
5. What is the character development of the main character at the end of the story? You may need to review Lesson 1 in order to answer correctly. Tick your answer from the choices below.

- Round Character \_\_\_\_\_
- Flat Character \_\_\_\_\_

6. What is the narrator's point of view of the story? \_\_\_\_\_
7. Which of the following best reflects the theme or controlling idea of the story? Encircle the letter of your answer.
- A. Science can replace true friendship.
  - B. Being a genius can leave you friendless.
  - C. We decide what we become in the future.
  - D. Science and technology help us achieve our dreams.
8. Which element in the story tells you that this short story is a science fiction?

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

### Answers to Activities

#### Activity 1

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

#### Activity 2

- 1. imaginary
- 2.
  - a. spaceflight
  - b. other worlds
  - c. inside the earth
  - d. under the sea
- 3.
  - a. aliens
  - b. mutants
  - c. androids
  - d. humanoid robots
- 4.
  - a. ray guns
  - b. teleportation machines
  - c. humanoid computers
- 5.
  - a. time travel

- b. wormholes
  - c. faster-than-light / speed of light
- 6.
  - a. telepathy
  - b. telekinesis
  - c. teleportation

**Activity 3**

- 1.
  - a. space station, speed of light, Light Racer
  - b. alien, spacecraft
- 2.
  - a. B
  - b. A

## Lesson 5: Supernatural Fiction

---



Welcome to Lesson 5 of Unit 5. In the last lesson, you studied about science fiction. In this lesson, you will learn about another interesting type of fiction called the supernatural fiction.



### Your Aims:

- define supernatural fiction
  - identify the elements of supernatural fiction
- 

### What is supernatural fiction?

Supernatural fiction is a term that refers to stories that have imaginary characters, settings and events that are not considered natural in the world as we know it. Stories about ghosts, vampires, monsters, mythical beings and even human beings with supernatural abilities or anything that cannot be scientifically explained are included in this category.

The main purpose of supernatural stories is to entertain its readers by providing imaginary explanations to the things that are unknown.

The stories are supernatural when they have the following elements.

### Elements of Supernatural Fiction

#### 1. Characters

The characters include imaginary creatures that are out of this world.

Examples:

Good and bad spirits  
Ghosts and vampires  
Individuals and other imaginary beings with supernatural powers

#### 2. Settings

The times or places where the stories occur are not the same as what we find in our real world.

Examples:

Spirit world/ Nightmare  
Going back to the past or ahead to the future

#### 3. Plot

The imaginary events are not what we usually experience. Most of the events in the stories are mostly mysterious and cannot be scientifically explained.

A good example is the short story **An Occurrence at Owl Creek Bridge** by the American author, Ambrose Bierce.

In this story, Bierce tells the story of a soldier who is about to get hanged but the moment he is dropped from the bridge and dives into the water, he develops superhuman skills. The soldier manages to dodge the bullets fired by his executioners and frees himself from the noose.

## 4. Theme

The themes often deal with mysterious beings and events leading to frightening outcomes.

Examples:                      Spirits and ghosts haunting  
                                     Dangers of time travel  
                                     Existence of imaginary beings like vampires

Read example of a supernatural story in the activity below. It is an extract from the short story **Yapune** by May Paipaira.

**Activity 1    Read the story then answer the questions that follow.****Yapune**

“Doboro! Doboro!” I heard someone call my name. It came from my right. I turned in that direction, and then I saw her.

This time, she had a grass skirt on. It was made from long white pandanus fibres, and went down to her ankles. She wore necklaces of shells, nuts and leaves and her body **glistened** with sweat. Her arms were covered in black coconut oil and dirt. She had the smell of a **dense** forest, where dead leaves multiplied each day in the wet soil. Where little sunshine **penetrated** from above and where leeches danced away under those damp leaves. Her **scruffy** hair was pulled back, so that it hung carelessly on her shoulders. Her face was the ugliest I have ever seen in my life. Her eyes popped out as if they were two kina shells attached to her face. Her ears **resembled** those of an angry dog defending its female partner. Her tongue flew right out of her mouth and it rolled on the ground. It reminded me of the story my mother told me years ago. She said this was exactly what girls looked like when they hung themselves on the trees.



This woman who was standing before me had the teeth of a wild boar attached to her red gums. She was smiling **fiercely** as she called my name. I screamed and began to run. I threw my legs in the air as I ran but it was hopeless – I was losing. That woman was gaining on me. I could smell her breath as she came closer.

I asked her what she wanted from me. I offered her money, land, my knowledge and any other **valuable** items, if only she would leave me alone. The ugly thing threw her head back and laughed. It was more a scream than a laugh. I **shivered**.

She looked me straight in the eyes and answered. “You will pay, you will pay, you will pay.”

“What have I done that will cost me something? I haven’t done anything wrong to anybody,” I answered.

“You don’t understand, but you will pay, you have to pay. You have disobeyed so you will pay.”

Suddenly, there was a stop. I opened my eyes as I was lifted out. It was then that I realised I was on a **stretcher** heading for the **surgery room** of St. Miracle Hospital. Two ambulance officers were carrying me and a white doctor walked beside me. The beautiful nurse on the other side was smiling encouragingly.

1. Study how the words below were used in the passage then write the letters of their definitions in the spaces provided. You may use your dictionary or the glossary of this book.

| Words               | Definitions                    |
|---------------------|--------------------------------|
| ___ a. Glistened    | A. shine through               |
| ___ b. Dense        | B. look like                   |
| ___ c. Penetrated   | C. expensive                   |
| ___ d. Scruffy      | D. a bed used to move patients |
| ___ e. Resembled    | E. glowed                      |
| ___ f. Fiercely     | F. shook or trembled           |
| ___ g. Valuable     | G. treatment centre            |
| ___ h. Shivered     | H. thick                       |
| ___ i. Stretcher    | I. angrily                     |
| ___ j. Surgery room | J. untidy                      |

2. Describe the appearance of the character who provides the supernatural element in the story. Write your answer in a short sentence.

---

---

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3. Write a brief paragraph to describe the events that show the supernatural elements in the story.

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4. This story is about the problems caused by a \_\_\_\_\_.
- A. ghost
  - B. vampire
  - C. mythical being
  - D. human being with supernatural power

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---



### Summary

You have come to the end of Lesson 5. In this lesson you defined supernatural fiction and learned about the different types of stories under its category. You have also read and identified the elements of a supernatural story.

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|                                                     |
|-----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.</b> |
|-----------------------------------------------------|

**Practice Exercise: 5**

---

**Read the continuation of the extract below from May Papaira's story, *Yapune*.**

It was a lovely morning when I woke up the next day.

"The world is still a good place to live," I thought. As I sat and observed the beautiful **scenery** outside my room, I began to **recall** what had actually happened to me.

I had been driving down to *ol meri* hostel to pick my **fiancée**, Wendy, an Australian who had been living in Papua New Guinea for six years.

I had just turned into Giaman Street when suddenly I saw a figure standing in the middle of the road. It was a woman dressed in meri blouse and laplap. She wasn't crossing the street quickly, as she was **limping**. Her right leg seemed to be dragging behind her. To avoid hitting her, I swung the car to the right and then to the left, and before I knew it, I had lost control, and I hit the nearest thing in front of me. It all happened so fast.

I realise now that it was a trick and Yapune was behind it all. Yapune was a name I had heard so often in the village. She was not one woman, but many, and she appeared in many different forms, both human and non-human. She was a destroyer and her main purpose was to hurt people both physically and mentally. She brought **misery** into the lives of many people.

The woman I saw in the ambulance was Yapune, in her widely recognised form. With her evil face, it probably meant bad luck for me. Perhaps I would never get out alive from this hospital. But what did I do to the village people that brought about this accident? I had done everything I could as a member of that community.

Suddenly, I realised. I was on my way to pick up Wendy when the accident happened, so the answer must lie in this. It must be to do with this village girl, who was once considered to be **betrothed** to me. Kawabura and I were born during the same month so our mothers joked about us getting married when we grew up. As we grew up we were **regarded** as brother and sister, but only in the day time. At night we were seen as boyfriend and girlfriend. The joke became serious when we started going to school. But I left the village to go to high school, and she was left behind. She didn't qualify. I wrote back telling her all the beautiful things I saw during my **wanderings**. I stopped writing just a few years ago, simply because I ran out of stories. Maybe her old woman was **upset** because of that, or maybe they heard about Wendy. News travels faster than the wind, I thought sadly.

Two months later, I was **discharged** from the hospital – in a wheelchair. I am now **paralysed** from my waist down. I couldn't return to my old job as a carpenter so I applied to work in an office. But most painful of all, I lost Wendy. She returned to Australia because her mother died the same night I had the accident. She was needed at home to take care of her younger brothers and sisters, and she was not going to come back to Port Moresby.

This was more than I could **tolerate**, and I have decided to go back to my Anuki village.

1. Write the letters of the definitions of the words below in the spaces provided. You may use your dictionary or the glossary of this book.

|        | Words      | Definitions                 |
|--------|------------|-----------------------------|
| ___ a. | Scenery    | A. walking lamely           |
| ___ b. | Recall     | B. promised to marry        |
| ___ c. | Fiancée    | C. as seen by others        |
| ___ d. | Limping    | D. disappointed             |
| ___ e. | Misery     | E. allowed to leave         |
| ___ f. | Betrothed  | F. endure or accept         |
| ___ g. | Regarded   | G. remember                 |
| ___ h. | Wanderings | H. wife-to-be               |
| ___ i. | Upset      | I. lost the ability to move |
| ___ j. | Discharged | J. view of surroundings     |
| ___ k. | Paralysed  | K. travellings              |
| ___ l. | Tolerate   | L. unhappiness              |

2. What is the setting that provide the supernatural element in the story?
- a. Time: \_\_\_\_\_
- b. Place: \_\_\_\_\_
3. Write **S** if a statement is a supernatural element and **X** if it is not. Write your answers in the spaces provided.
- a. I had been driving down to ol meri hostel to pick my fiancée. \_\_\_\_\_
- b. I stopped writing just a few years ago, simply because I ran out of stories. \_\_\_\_\_
- c. Yapune appeared in many different forms, both human and non-human. \_\_\_\_\_
- d. With her evil face, it probably meant bad luck for me. \_\_\_\_\_
- e. I had done everything I could as a member of that community. \_\_\_\_\_
- f. Suddenly, I realised. I was on my way to pick up Wendy when the accident happened. \_\_\_\_\_
4. Doboro realised the reason that brought about the accident. Find out what it is then write it in a brief sentence.
- \_\_\_\_\_
- \_\_\_\_\_
5. Write each of Doboro's misfortunes in the spaces below.
- a. \_\_\_\_\_

- b. \_\_\_\_\_
- c. \_\_\_\_\_
6. Doboro believed that Yapune caused his accident and all his misfortunes. Do you agree with him or not? Express your answer in a sentence then give a reason to explain your answer.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

### Answers to Activities

#### Activity 1

- |         |      |
|---------|------|
| 1. a. E | f. I |
| b. H    | g. C |
| c. A    | h. F |
| d. J    | i. D |
| e. B    | j. G |

(Below are just suggested answers for Questions 2 and 3 to compare with your own answers.)

2. She is a scary looking woman who has a scruffy hair, ears like a dog's, teeth of a wild boar and a tongue that flew right out of his mouth.
3. Doboro heard a woman call his name. When he turned, he saw the most frightening creature who looks half human and half monster. He tried everything to get away from her but she kept telling him to pay for his disobedience. Then Doboro woke up and realised that he was on a stretcher heading for the surgery room.
4. C

**ANSWERS TO PRACTICE EXERCISES IN TOPIC 1**

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**Practice Exercise 1**

- A.**
1. C
  2. B
  3. D
  4. D
- B.**
- |      |      |
|------|------|
| 1. D | 4. D |
| 2. D | 5. B |
| 3. C | 6. B |
- 

**Practice Exercise 2**

1.
    - a. Yes
    - b. Yes
  2.
    - a. Yes
    - b. Yes
  3.
    - a. Yes
    - b. Yes
    - c. Yes
  4. Good side of people
  5.
    - a. Yes
    - b. Yes
- 

**Practice Exercise 3**

1. Characters
  - a. Yes
  - b. Yes
2. Setting
  - a. Yes
  - b. Yes
3. Plot
  - a. Yes
  - b. Yes
  - c. Yes

4. Theme
    - a. Yes
  5. Style and Tone
    - a. Yes
    - b. Yes
    - c. Yes
- 

**Practice Exercise 4**

1. Mandy
  2. Other kids at Mandy's school
  3. She did not have any friend at school.
  4. She created a robot named Reggie for a friend.
  5. Round character
  6. Third Person
  7. C
  8. The robot character named Reggie
- 

**Practice Exercise 5**

- |    |    |   |     |   |
|----|----|---|-----|---|
| 1. | 1. | J | 7.  | C |
|    | 2. | G | 8.  | K |
|    | 3. | H | 9.  | D |
|    | 4. | A | 10. | E |
|    | 5. | L | 11. | I |
|    | 6. | B | 12. | F |
- 
2. Time: Night time  
Place: Outside, along Giaman Street
  3.
    - a. X
    - b. X
    - c. S
    - d. S
    - e. X
    - f. S
  4. (*This is just a suggested answer to compare with your own answer.*)  
It must be to do with the village girl who was considered betrothed to Doboro.  
Her mother was disappointed when Doboro stopped writing to her.
  5.
    - a. He was paralysed from waist down.

- b. He lost his carpentry job.
  - c. He lost his fiancée.
6. (These are just suggested answers to compare with your own.)
- I do not agree with Doboro. This is because road accidents are unavoidable and sometimes can cause unfortunate outcomes like what happened to Doboro.
- OR
- I agree with Doboro. Yapune might have all his misfortunes as a punishment for what he had done in the village.

---

|                       |
|-----------------------|
| <b>END OF TOPIC 1</b> |
|-----------------------|

---

|                                                                  |
|------------------------------------------------------------------|
| <b>NOW DO EXERCISE 1 IN ASSIGNMENT 5. THEN GO ON TO TOPIC 2.</b> |
|------------------------------------------------------------------|



## TOPIC 2

### TRADITIONAL STORIES

**In this Topic, you will learn about:**

- **Myths.**
- **Kinds of myths.**
- **Legends.**
- **Fable.**
- **Allegory.**

## TOPIC 2: TRADITIONAL STORIES

---



Traditional stories are tales that have been passed on by word of mouth for generations. Due to the mode of transmission, such stories have been greatly altered over generations.

The lessons in this topic will be about the most common genres of traditional stories, which are myths, legends, fables and allegory.

In **Lesson 6**, you will learn about **myths**. You will study and identify its characteristics and purpose.

**Lesson 7** is all about the **kinds of myths**. In this lesson, you will learn about explanatory and aesthetic myths.

In **Lesson 8** you will explain the meaning and purpose of **legends**. You will also learn more about legends by studying some legendary heroes. You will read a Papua New Guinean traditional story and an Australian article about legend.

**Lesson 9** is all about **fables**. In this lesson, you will learn what sets fables apart from the other traditional stories.

In **Lesson 10** you will learn about **allegory**. You will find out the importance of symbols in allegories.

We wish you all the best in your studies! You may now start with Lesson 6.

## Lesson 6: Myths

---



Welcome to Lesson 6 of Unit 5. In the previous lesson you learned about supernatural fiction. In this lesson, you will learn about another type of traditional story, the myth. First, take a look at your aims for this lesson.



### Your Aims:

- define myths
  - identify the elements of myth
- 

### What are myths?

**Myths**, pronounced as /miTHs/, are very old traditional stories which contain the wisdom and values of a group of people. They are typically ancient stories dealing with supernatural beings, ancestors, or heroes that serve as fundamental types in the worldview of people. A myth often explains why something in nature happens or why it first came about.

Myths are stories that have been handed down from ancient times. They have been told over and over through the generations and have changed as they have been retold. Many different accounts of a myth may now exist. There are certain characteristics or features of myths that you should look for as you read.

- Myths often explain why something in nature happens or how it first came about.
- Characters in myths may include gods, goddesses and monsters as well as humans.
- Human characters in myths may have superhuman strength or other abilities.
- Myths may have extraordinary events.
- Myths can show what an ancient group of people believed.

From the earliest times, people around the world have used myths to explain how things came to be and why things are the way they are. You will read a myth from the Sepik province as we progress on with the lesson.

The **purposes** of myths are: to account for origins of something, explain aspects of the natural world, or explain customs or morals of society. Myths explain, in a serious or light-hearted way, why and how many unexplainable things in our natural world happened or came about. In myths, as in a dream, things that are impossible in the real world happen.



### Activity 1 Answer the following tasks based on the reading passage.

1. Very old traditional stories which contain the wisdom and values of a group of people are commonly referred to as \_\_\_\_\_.

2. Give at least three (3) purposes of myths.

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

3. Name the five (5) characteristics or features of myths.

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

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

Now, do the next activity.

Please review the words in the activity below before you read the myth. These words will help you understand the elements of myths and comprehend the myth you will be reading.



**Activity 2** Match the meanings of the words in Column B to that of the words in Column A. You may use your dictionary.

| Column A |           | Column B |                                            |
|----------|-----------|----------|--------------------------------------------|
| ___1.    | Ebbing    | A.       | Shine                                      |
| ___2.    | Glisten   | B.       | Inside                                     |
| ___3.    | Inland    | C.       | Very old traditional stories               |
| ___4.    | Myths     | D.       | Deformed                                   |
| ___5.    | Knobbly   | E.       | Diminishing                                |
| ___6.    | Misshapen | F.       | Having lumps that give deformed appearance |
| ___7.    | Worldview | G.       | A particular philosophy of life            |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

**Activity 3**

Now read the following example of a myth from the Sepik province on the next page. Complete the activity that follows.

**Lizard and Crocodile**

Along the course of the great Sepik River, many crocodiles lie close to the muddy banks, feared both by men and by other creatures. Yet in far-off days, when the world was new, there were no crocodiles. This story tells how the first crocodile came to be.



At that time, so long ago,



Oxy the lizard-man lived at the mouth of the Sepik River. He was lonely, living there on his own, and so he made friends with Sombi the long-nosed dolphin-man. They lived together in a house Oxy had built and spent their days happily. Sombi would go fishing in the river while Oxy

hunted **inland**; they had plenty of food, and enjoyed each other's company.

Then, one day, the two friends heard that a contest was to be held to choose the most handsome young man in the district. The winner would marry a beautiful young woman who belonged to the Bird-of-Paradise tribe. Both Oxy the lizard-man and Sombi the dolphin-man wanted to enter for the contest; but Oxy laughed and laughed at long-nosed Sombi "You would never win the contest!" he told him. "No one with such a long nose as yours would be chosen as the most handsome young man in the district!"

Sombi was hurt by his friend's words and felt sad. However, he did not protest, and agreed that Oxy should be the only one to enter the contest. But still those cruel words lay in his mind.

The day before the contest, Oxy asked Sombi to help him to decorate his body. "What shall we use?" Oxy asked. "We have no feathers, no paint, no oil to make my skin **glisten** and **gleam**."

"We can use shells from the sea," Sombi said. "I will gather lots of shells and stick them all over your body, and then you will look very handsome indeed."

"A good idea!!" Oxy agreed.

Sombi went down to the place where the river met the sea, and gathered a basketful of shells. But instead of choosing the most beautifully shaped and coloured shells, he picked up the plainest and dullest he could find; for now his hurt and sadness had turned to bitterness and anger, and he was determined to pay back Oxy for his cruel words. Using a paste made from thick black mud of the river bank, Sombi stuck those shells all over Oxy's body.

“You look magnificent!” Sombi declared; and as there was no pool of clear water anywhere near where Oxy might have seen his own reflection, the lizard-man did not realize that Sombi was deceiving him. For, in truth, he looked hideous, covered all over with **knobbly, misshapen** shells in dull colours of brown and grey and muddy green.

Straight away, Oxy journeyed to the village of the Bird-of-Paradise tribe, and the next day he took his place among the other young men assembled for the contest. But the villagers were angry when they saw him; they thought he had come to mock them by making himself look as ugly as possible. “Go away!” they yelled, and threw sticks and stones at him, chasing him into the bush.

Oxy fled home, and when he got there, he attacked Sombi. “How dared you deceive me!” he cried. “You made me look ugly instead of handsome! You – you long-nosed one! You are no longer my friend!”

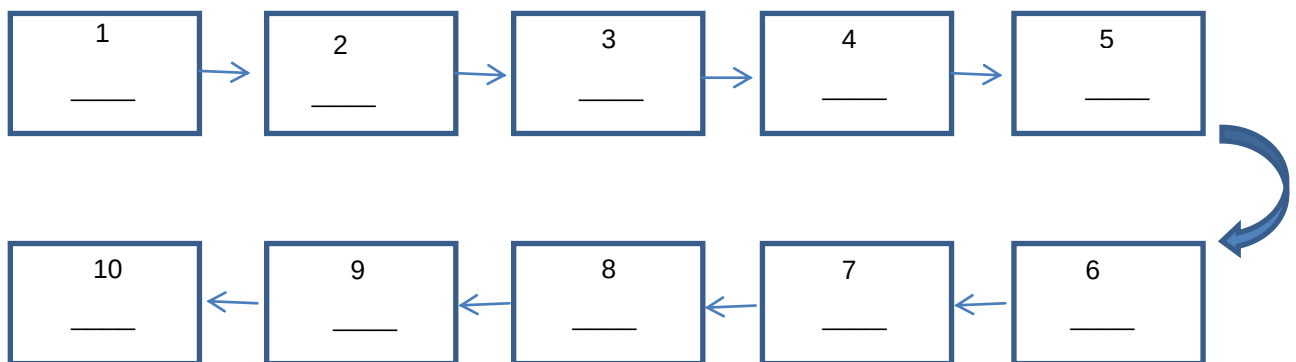
They fought long and hard, those two friends who had now become enemies; it was not long before Sombi felt his strength **ebbing**, so he ran away to the sea, where he swam across the water and turned into a dolphin. And for ever after that day he lived in the sea then Oxy tried to remove the shells from his body, but he found they were stuck so fast to his skin that it was impossible to do so. So he hid himself in the muddy shallows of the Sepik River, for he was ashamed of his ugliness. And there he stayed forever and ever. He had turned into a crocodile, and to this day crocodiles tend to hide whenever they see a man, or a group of people; and if people come too near, the crocodile will attack them. Moreover, crocodiles and dolphins have remained enemies ever since that time, and stayed out of each other’s way.

**Answer the questions below and by write your answers on the spaces provided.**

1. When and where did the action happen?  
\_\_\_\_\_
2. Describe the characters in the story according to their words, actions and what others say about them.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. What is the story about?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Below is a list of events from “Lizard and Crocodile”.
  - a. The friends hear of a contest to find the most handsome man, and they both decide to enter.

- b. Sombi is hurt by Oxy's insulting words.
- c. Oxy lives alone at the mouth of the Sepik River. Oxy befriends Sombi and they live together.
- d. Oxy makes fun of Sombi's intention to enter the contest.
- e. Oxy requests Sombi's help for the contest.
- f. The friends fight with each other long and hard.
- g. Oxy turns into a crocodile.
- h. Oxy is chased out of the contest because the Bird of Paradise tribe think he is mocking them with his hideous appearance.
- i. Sombi deceives Oxy
- j. Sombi runs into the sea and turns into a dolphin as his strength weakens.

Fill in the graphic organiser with the ten (10) main events listed above. Make sure they are in chronological order. Logically put them in order to come up with the plot of the story. Write only the letter to represent each event.



5. Why do crocodiles hide when they see people?

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6. The **climax** of the story is the most intense part, in terms of the emotion of the characters, and the emotions and interest we feel, as readers or listeners. What is the climax of this story?

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7. What is the lesson of the story?

---



---

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---



## Summary

You have come to the end of Lesson 6. In this lesson you learned about myths and its elements. You have also read a sample myth and identified its elements.

---

**NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.**

## Practice Exercise: 6

**Write a myth explaining a natural phenomenon or create a story with a moral lesson. You may write about love, envy, fear or jealousy and write an adventure using an emotion as the theme. Write your draft work on a separate sheet of paper and then write your final work in the spaces below.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

### Answers to Activities

#### Activity 1

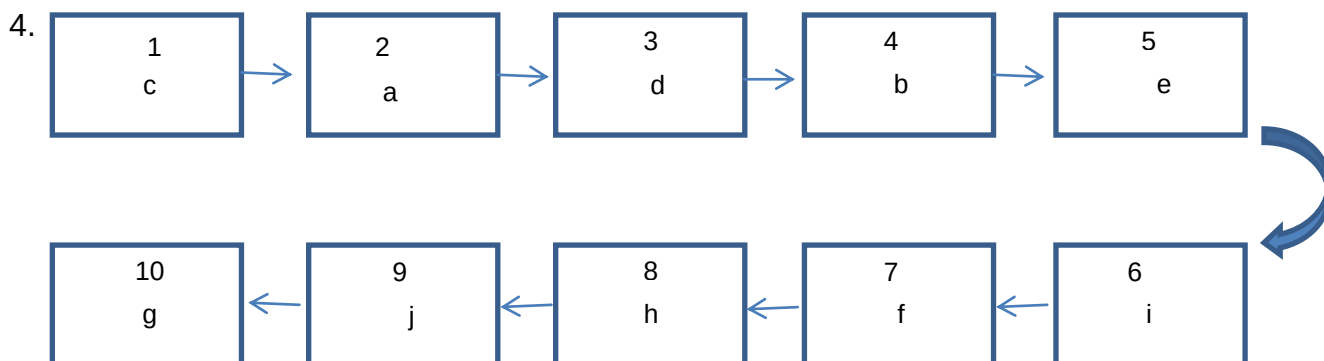
1. Myths
2.
  - a. to account for origins of something
  - b. explain aspects of the natural world
  - c. explain customs or morals of society
3.
  - a. Myths often explain why something in nature happens.
  - b. Characters in myths may include gods, goddesses and monsters as well as humans.
  - c. Human characters in myths may have superhuman strength or other abilities.
  - d. Myths may have extraordinary events.
  - e. Myths can show what an ancient group of people believed.

#### Activity 2

- |      |      |
|------|------|
| 1. E | 5. F |
| 2. A | 6. D |
| 3. B | 7. G |
| 4. C |      |

#### Activity 3

1. A long time ago along the Sepik River/ in the Sepik province.
2.
  - a. Oxy the lizard man. He hunted inland.
  - b. Sombi the long-nosed dolphin man. He hunted in the sea.
3. The story is about the two friends Oxy and Sombi. They became enemies after Oxy insulted Sombi about his appearance. Sombi retaliated by deceiving Oxy. In the end Oxy turned into a crocodile while Sombi into a dolphin. They have remained enemies to this day.



5. Crocodiles hide in order to avoid attacks from people.
6. The climax of the story is when Oxy discovered that Sombi deceived him.
7. *(These are just suggested answers. Your own answer must be similar.)*
  - Do not insult/mock other people's appearance.
  - Be careful of what we say to other people.

## Lesson 7: Kinds of Myths

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Welcome to Lesson 7 of Unit 5. In the previous lesson you learned about myths and its characteristics. In this lesson, you will compare and contrast the purpose and style of explanatory and aesthetic myths. You will also classify traditional myths from Papua New Guinea and the world according to the two main kinds of myths. First, look at your aims for this lesson.



### Your Aims:

- define explanatory and aesthetic myths
  - identify a myth according to its kind
- 

We learned that myths are one of the earliest forms of story-telling, and have been developed because people have felt the need to talk about their world. Myths often form the basis of a society's culture and influence the way people behave in that society. There are two main kinds of myths. **Explanatory myths** answer questions about natural phenomena and **aesthetic myths** are those which are meant to entertain. It is also about the beauty of something such as love.

### 1. Explanatory Myths and its Elements

People long ago sought simple answers to questions about the world and themselves. To answer these questions they usually gave an explanation based on imagination. We must remember that they did not have the scientific knowledge that we have today. They asked such questions as:

- What causes earthquakes?
- Why are there floods?
- Who put the earth where it is?
- What happens when we die?

When the best of these explanations eventually became accepted by the majority of the people in the country, then these became their myths. Every country has developed explanations of certain phenomena, ideas or beliefs and built up a mythology in this way.

Explanatory myths have certain distinctive features:

- Characters, Setting, Plot, Tone, Theme etc. are always present.
- They present an order or instruction from the creator to the creations.
- A sin and a consequence which must be faced.
- The consequence is often what causes pain, hunger, disease and all the other evils that plague the earth.
- They influence the way people think about the world and their place in relation to their surroundings.



### Activity 1 Answer the following questions based on the reading passage.

1. What are the two (2) kinds of myth according to the passage?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. Which kind of myth is one that explains why things, place or people came into being? \_\_\_\_\_
3. Which Myths are meant for entertainment? \_\_\_\_\_
4. What are the five (5) characteristics or features of explanatory myths.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

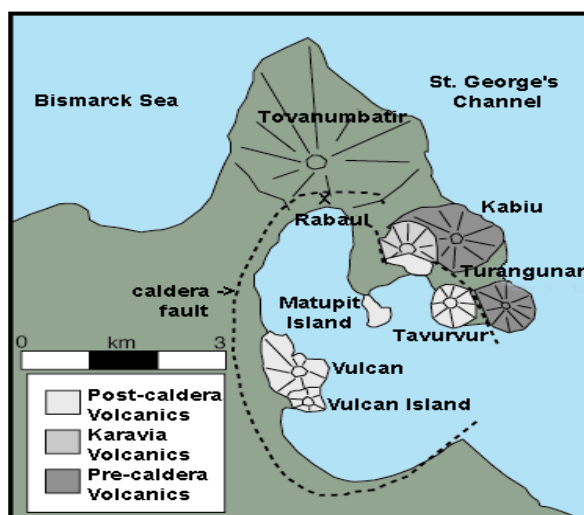
Now, you will look at an example of a myth.



To understand explanatory myths better, read the myth describing how the thunder is thought to refer to the New Britain Volcano of the Rabaul Caldera.

#### How Thunder Came to Being

Once there was a short and strong man. He thought about going into the forest to find some wild game. He went to many places in the forest and became tired. Suddenly a man appeared and wanted to kill him. The two of them fought fiercely and they climbed a steep mountain. On top of the mountain was a small house. This house was unusual and belonged to the second man. The man of the forest said *"Today, you didn't catch any game because I didn't desire it."* The man of the



Map of Volcanoes in Rabaul Area

forest gave the short man a charmed bow, and with it he was able to kill much game. The next day, he came to find his bow stolen, the only possible culprit was his own younger brother. After tracking him down, the two fought for the bow, and the younger brother ran away. When the siblings had held their battle, there was an explosion on the mountain, and so now, when we hear thunder, we know that it is the two brothers fighting again.

So, it would seem that the brothers fighting caused the mountain to have an eruption, and though one would think that there would be some sort of myth explaining why a mountain was on fire, it appears that an explanation as to the origin of thunder, or what it means, works just fine.



**Activity 2: Answer the following questions based on the reading passage “How Thunder Came to Being”.**

1. Who are the characters in the story? \_\_\_\_\_  
\_\_\_\_\_
2. When and where did the story happen? \_\_\_\_\_  
\_\_\_\_\_
3. What is the theme of the story? \_\_\_\_\_  
\_\_\_\_\_
4. What prompted the older brother to fight with the younger brother?  
\_\_\_\_\_  
\_\_\_\_\_
5. Why did the short man not catch any game at the beginning?  
\_\_\_\_\_  
\_\_\_\_\_
6. What was the result of the battle between the two brothers?  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

Now, you will look at aesthetic myth.

## 2. Aesthetic Myth

As well as explanatory myths, which answer questions about nature, there are aesthetic myths which entertain and delight the reader or listener.

Just as some people feel the need for religion in their lives today, people of long ago felt the same need. They often told stories about their gods and what they had to do to please them.

Many aesthetic myths are like these, beautiful stories which have come down to us over thousands of years.

Read an example of an aesthetic myth from the Greek mythology, **Orpheus and Eurydice** below. Orpheus and Eurydice is the love story of a husband and a wife that has a tragic ending.



### Orpheus and Eurydice (Summary)

Orpheus was the son of Apollo and he was a very gifted musician whose music could charm mortals, animals and the trees. Eurydice was the wife of Orpheus and one day Eurydice was **wandering** with the **nymphs** and a shepherd named Aristaeus attempted to make advance toward Eurydice and she ran off. While running she was bitten by a snake and died. Being so grief-stricken Orpheus played his sorrows in his music which was heard by gods and men.



In such need for his love he went in search of Eurydice in the underworld. In the underworld he sang his sorrow with such perfection that Pluto, Proserpine and all of the ghosts of the underworld stopped. Orpheus's song made Proserpine and Pluto grant him his desire. They let Eurydice leave with him under one condition; he could not look at her until they left the underworld.

When they nearly left the underworld Orpheus had forgotten his promise and wanted to assure that Eurydice was following him he looked at her and she was instantly gone. Orpheus didn't even have a chance to hug his love. In such love for his wife Orpheus wanted to follow her in death. He **wandered** back into the underworld and kept playing his heartbreaking song. Orpheus's singing had caused the Thracian maidens to get angry and screamed to drown out his overpowering music. The maidens ripped him apart and placed his remains at Lesbos. People believed that his grave gives off sad, yet beautiful, music. His soul descended down to Hades where he was finally reunited with his beloved Eurydice. Now in death Orpheus and Eurydice walk the fields together in true happiness.

**Activity 3** Answer the following questions based on the reading passage.

1. What is the purpose of aesthetic myths? \_\_\_\_\_  
\_\_\_\_\_
2. Who are the characters? \_\_\_\_\_  
\_\_\_\_\_
3. What happened to Eurydice? \_\_\_\_\_  
\_\_\_\_\_
4. How did Apollo express his love and support to Eurydice? \_\_\_\_\_  
\_\_\_\_\_
5. State the theme of the story. \_\_\_\_\_  
\_\_\_\_\_
6.
  - a. Were you entertained by the story? \_\_\_\_\_  
\_\_\_\_\_
  - b. Explain your answer. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

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**Summary**

You have come to the end of Lesson 7. In this lesson, you learned about the difference between explanatory and aesthetic myths.

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|                                                     |
|-----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.</b> |
|-----------------------------------------------------|

**Practice Exercise: 7**

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**A. Classify the following myths into explanatory or aesthetic. Write E if explanatory or A if aesthetic.**

1. How the Sun Was Made \_\_\_\_\_
  2. Lizard and Crocodile \_\_\_\_\_
  3. How Thunder Came to Being \_\_\_\_\_
  4. The Story of Seven Sisters and the Faithful Lovers \_\_\_\_\_
  5. A Legend of the Sacred Bull \_\_\_\_\_
  6. Giant Kangaroos \_\_\_\_\_
  7. A Legend of the Great Flood \_\_\_\_\_
  8. How the Stars Were Made \_\_\_\_\_
  9. The Rainbow and the Wandering Boys \_\_\_\_\_
  10. The Story of the Greek Gods \_\_\_\_\_
- 

**B. If you lived thousands of years ago and needed answers to these questions but could not find any reasonable explanation, answer any of the following questions? Use your imagination to explain one of these or you may develop your own topic.**

- Why is the fire red?
- Where does the rain come from, and why does it come?
- Why does the sun disappear each night?
- Why does the moon change shape, and move?
- What are clouds and where do they come from?
- What causes earthquake?

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- C. Ask your parents or grandparents to tell you a traditional story that is entertaining and write it here.

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

### Answers to Activities

#### Activity 1

1.
  - a. Explanatory
  - b. Aesthetic
2. Explanatory
3. Aesthetic
4.
  - a. Character, Setting, Tone, Theme etc. are always present
  - b. They present an order or instruction from the creator to the creations
  - c. A sin and a consequence which must be faced
  - d. The consequence is often what causes pain, hunger, disease, phenomenon and all other evils that plague the earth.
  - e. They influence the way people think about the world and their place in relation to their surroundings.

**Activity 2**

1. short man, strong man and man of the forest
2. in the forest
3. respect for authority
4. because the younger brother stole the older brother's bow
5. the man of the forest
6. the first thunder

**Activity 3**

1. to entertain
2. Orpheus, Eurydice and Aristaeus
3. While Eurydice was wandering with the nymphs and a shepherd named Aristaeus attempted to make advance toward Eurydice and she ran off. While running she was bitten by a snake and died.
4. He played his sorrows in his music which was heard by the gods and men.
5. True love
6. (This is only a sample answer for you to compare with your own.)
  - a. Yes
  - b. I was entertained by the story. I felt Orpheus' love for Eurydice was true.

## Lesson 8: Legends

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Welcome to Lesson 8 of Unit 5. In the previous lesson, you learned about the two kinds of myths. In this lesson you will focus on a very interesting narrative, called legend. You will study its definition and characteristics. First, take a look at your aims for this lesson.



### Your Aims:

- define legends
  - identify common legendary heroes
  - read a Papua New Guinea legend
- 

### What is legend?

Legend is an unverified popular story or a story that is not proven which is handed down from earlier times. The word comes from the mediaeval French *legende*, an account of a saint's life, and ultimately from the Latin *legenda*, meaning "things for reading." When we call a person "a legend" it means that the person is the subject of popular comment, much of which is untrue or unverifiable.

A legend is a story claimed to be historical in nature, but without proof. Some well-known heroes are King Arthur, Blackbeard and Robin Hood. Where evidence of the existence of actual historical figures exists, for example, King Richard is a legend due in large part to the many stories that have been created about him.

Legend also refers to anything that inspires a body of stories, or anything of lasting importance or fame. The story is handed down from earlier times, but will continue to evolve with time.

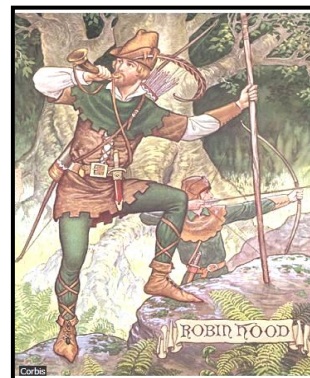
On the next page, you will be introduced to some legendary heroes. You will read through brief information of each to see why they became legends.

So far, you have read and understood what legends are. To fully understand why some of the people mentioned above became legends, take a look at some examples of heroes that we study as legends.

### Legendary Heroes

#### Robin Hood

The legendary hero, Robin Hood, is a popular figure from English folklore, especially among children. According to the stories about him, he led a band of outlaws called the Merry Men, who robbed from the rich to give to the poor.



## Cinderella

Fairy tales are a type of fictional folktale. A typical plot involves an underdog hero or heroine who experiences great trials and then receives magical assistance to secure some desired object. This illustration depicts a scene from a theatrical version of the popular fairy tale "Cinderella," the story of a poor girl whose fairy godmother helps her meet a handsome prince.



## King Arthur

Legend and lore surround the life of Arthur, a medieval king of the Britons. According to legend, Arthur was raised unaware of his royal ancestry and became king by pulling a sword from a stone. He is depicted here in a painting by Eleanor Brickdale.



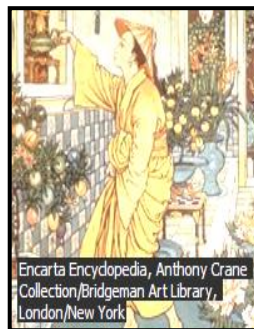
Having studied each of these legendary heroes, you now know how they became legends in their own ways. Below is an activity for you to do. This will expand your knowledge to see how well you know your legendary heroes.



**Activity 1:** Study the pictures carefully and match them with the correct descriptions provided below. Write the letters of your answers on the spaces.



A



B



C

- \_\_\_ 1. The story tells of the young boy and his adventures when he frees the magical genie trapped inside the lamp.
- \_\_\_ 2. According to Arthurian legend, Percival grows up ignorant of war and weapons by his mother's choice after her husband and six older sons die in warfare.
- \_\_\_ 3. According to legend, soon after King Arthur became ruler of Britain, he received his magnificent sword Excalibur from a hand that rose mysteriously from a lake. With Excalibur, Arthur led his armies to many victories over Britain's enemies.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next lesson.

Now that you have learned the definition and the significance of legends, it is time for you to read and study a PNG legend.



**Activity 2:** Read the legend from the Central Province about the grass-skirt and the man who turned into a prawn then answer the questions that follow.

### The Man Who Turned Into a Prawn

The traditional story goes like this: A man from the mountain came to the coast to find a wife. He changed into a prawn. A young woman collected water at the river, and the prawn was captured in her bowl. She took it home and at night the prawn turned back to a man and visited her, leaving her with a child.

Eventually, he went back to the mountain. Her brothers took her up the mountain dressing her in a grass-skirt, taking her to be the wife of the mountain man. The man who could change into a prawn gave the brothers a pig, a cassowary and other **dowry** food and they left.



Grasskirt

As they paddled their canoe towards home, the mountain man closed off the river by joining two mountains. The brothers were blocked and their canoes turned over. To escape, they turned into birds which were the kingfishers. They scouted the way and widened a gap into the mountains.

This was the beginning of the Taure River and the beginning of the grass-skirt in Papua New Guinea.

1. How many main characters are there in this story/legend?

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2. Why did the man turn into a prawn?

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3. Why did the lady dress in a grass-skirt before going up to the mountain?

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4. What items were given to the lady's brothers in exchange for dowry?

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5. What does dowry mean in the passage?

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6. Why did the mountain man closed off the rivers and block the way of the two brothers returning home?

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Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next lesson.



### Summary

You have come to the end of Lesson 8. In this lesson you have learned about legends. Legends are traditional narratives that are popularly regarded as historical in nature but without proof. They are actually a combination of fact and fiction. You have also identified different types of well-known legendary heroes and identified the elements of a PNG legend.

**NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.**

**Practice Exercise: 8**

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Read the article below then answer the questions that follow.

**Australian Legends**

Nearly all societies and religions have their own legends, and many of them attempt to teach values and ideals that are important to that society. When faced with a legend, a good historian tries to peel away the additions to get back to the known facts. The historian will also, however, try to understand why the subject has been chosen for the honour of becoming a legend.

The truly great legends of Australia that have stood the test of time are the Aboriginal **dreamtime stories**. These stories are often intertwined with song, dance, cave paintings and other rituals, so a mere retelling in English conveys none of the power and spirituality of these legends. Also, many of them are designed only to be told at certain times to certain people. However, whitefellas can glean some feeling for the power of these legends and the compelling effect of Aboriginal story telling through the project called *Ngarinyan Pathways Dulwain*. Since European settlement, there are some stories that have become legends. Some prominent legends include Eureka Stockade, Gallipoli and Ned Kelly; however there are still many who literally believe in some of the fictional manipulation of these stories, so for them they are what we would call myths. Some people like Sir Donald Bradman became legends in their own lifetime.

1. What is the article based on?

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2. Why do you think the aboriginal dreamtime stories are truly great legends of Australia?

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3. What is very unique about the Australian aborigines?

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4. Going through our lesson on legends, are they important to this very date? Why?

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5. Define legend based on the article.

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

### Answers to Activities

#### Activity 1

1. B
2. C
3. A

#### Activity 2

1. There are two main characters – the mountain man and the woman.
2. He turned into a prawn in order to find a wife.
3. A sign of respect and to be presented traditionally to the prawn man as his wife.
4. Pigs, cassowary and other dowry food.
5. It can be a present, a wedding gift, money or payment
6. (*Good answers may vary*) Probably the mountain man did not want other people to know about his existence and that his secret may be revealed.

## Lesson 9: Fable

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Welcome to Lesson 9 of Unit 5. In the previous lesson, you learned about legends. In this lesson, you will learn about another type of traditional story called fable.



### Your Aims:

- define fable
  - identify the elements of a fable
  - identify the moral in the story
- 

### What are fables?

Fables are traditional stories that aim to teach a lesson. They are fictional stories that were originally told orally by our ancestors. They were used to pass on a moral lesson to the younger generation. The listeners learn from the moral presented in the story.

Fables have the same elements as the short stories. The only feature that sets the fable apart from other stories is its characters and purpose. The main characters of a fable are often animals who can talk and act like a human being. However, the moral is for the human listeners or readers.

Read a fable in the activity below. It was adapted from the African Zulu fable titled “The Greedy Hyena”.



**Activity 1** Read the fable below then answer the questions that follow.

### The Greedy Dog

It happened once upon a time that a brown dog found a bone. He took it up and carried it in his mouth.

The moon was shining and as the brown dog walked along he came to a deep pool where the moon was reflected. When the brown dog saw the reflected moon he thought it was a piece of fat meat.

‘A piece of fat meat is better than a dry bone,’ he said, and he threw the bone down on the ground and went into the pool. He caught hold of the water and the water ran out of his mouth.

While he was in the water, a black dog came and picked up the bone and ran away with it. The brown dog kept on getting out of the pool and seeing the moon and going back in the pool to try to catch the ‘fat meat’. But he ended up with no fat meat, just a mouth full of dirty water.

1. Who are the characters in the story?  
\_\_\_\_\_
2. What happened in the story? Express your answer briefly in two to three sentences.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. When did it happen? \_\_\_\_\_  
\_\_\_\_\_
4. Where did it happen? \_\_\_\_\_  
\_\_\_\_\_
5. What is the moral of the story? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

Now, complete Activity 2.

When many cultures share the same morals, they are known as universal morals. So many fables from different countries contain universal morals. The same morals are also accepted in Papua New Guinea.

You will read fables that express universal morals in the activity below.



**Activity 2** Choose a moral from the box for each of the fables below. Write the letter of your answer in the space provided.

- |    |                                                  |
|----|--------------------------------------------------|
| A. | Plodding wins the race.                          |
| B. | It is easy to despise what you cannot have.      |
| C. | It is best to prepare for the days of necessity. |
| E. | The strong and the weak cannot keep company.     |

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

**The Ant and the Grasshopper**

On one fine summer's day in a field a grasshopper was hopping about in a musical mood. An ant passed by bearing along with great toil an ear of corn he was taking to the nest.

The grasshopper invited the ant to sit for a chat with him. But the ant refused saying that "I'm storing up food for winter. Why don't you do the same?" asked the ant to the grasshopper.

"Pooh! Why bother about winter?" said the Grasshopper. "We have got enough food at present." But the ant went on its way and continued its toil. Finally, when winter came, the grasshopper found itself dying of hunger, while it saw the ants distributing corn and grain from their storage.



Then the grasshopper understood that it is best to prepare for the days of necessity.

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

**The Tortoise and the Hare**

The hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge anyone here to race with me." The tortoise said quietly, "I accept your challenge."

"That is a good joke," said the hare. "I could dance around you all the way."

"Keep your boasting until you've beaten," answered the tortoise. "Shall we race?"

So a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped and, to show his contempt for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line and he could not catch up in time to save the race.



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

**The Earthen Pot and the Brass Pot**

Once upon a time, there was a beautiful stream that flowed by a stony hill. A small village stood by this stream and the people of this hamlet used its water for their daily needs.

One day, two women started to gossip and forgetful of their belongings, both of them left their pots by the stream. One of the pots was of brass, another of earthenware.

When the tide rose, the swollen waters carried off both the pots downstream.

The earthenware pot struggled to keep itself away from the brass one. Seeing this, the brass pot called out to the earthen pot:

"Why are you afraid, my friend? I will not strike you."

The earthen pot replied, "That is all right. But if I come too close to you, I will break. You are too tough and I am so weak. Whether I hit you, or you hit me, I shall be the one to suffer for it."

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



### The Fox and the Grapes

Long long ago there lived a fox who loved to eat. He lived close to a vineyard and he used to stare at the lovely grapes that hung there.

"How juicy they look. Oh I am sure these are stuff that melts in the mouth when you have them. If only I could reach them."

One sunny day, the fox woke up and saw the grapes glistening by the sunlight. The vineyard looked heavenly and the grapes looked so luscious that the famished fox could no longer control itself. He jumped to reach them but fell down.

He jumped again. No, they were much higher.

He jumped even more. But they were still out of reach.

He jumped and stretched and hopped but to no avail. Those yummy grapes hung higher than the fox could reach. No matter how hard he tried, the fox could not reach the grapes. He panted and began to sweat out of exhaustion.

Giving up finally, he looked up in contempt and said as he walked away, "Those grapes surely must be sour. I wouldn't eat them even if they were served to me on a golden dish."

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



### Summary

You have come to the end of Lesson 9. In this lesson you learned about fable and its elements. You also identified the universal morals of fables.

**NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.**

**Practice Exercise: 9**

---

**Read the fable about friendship by Aesop and answer the questions that follow.**

**The Lion and the Mouse**

Once in a dense jungle far, far away, there lived a mighty lion whom all the other creatures used to fear very much. King of the jungle as he was, the terrible beast knew no fear and he loved the respect he received from all the creatures in the forest. He used to spend half his day in hunting and the other half in sleeping. No creature dared to come near his den at any time of the day, especially when he was asleep for the mighty beast got terribly angry if his sleep was disturbed in any way.



But one day it so happened that a little mouse got curious to see how the lion's den looked like. So he set out for the cave where the lion rested. When he got near, he could not see the lion.

"He has gone somewhere. Is he going to come back soon? Nah...I don't think so." thought the mouse. It ran and sneaked into the cave. It was a dark, desolate place but big enough for the lion to live. The mouse felt small and a little afraid when he saw the large footprints of the lion on the ground.

"Maybe I should turn back." thought he.

Just then he heard the sound of the footsteps of the lion.

"Oh no, he is coming back. Now what do I do?" the mouse trembled anxiously.

The lion had only gone to quench his thirst from a river close by and he was coming back to take rest.

The mouse hid himself in the dark inside of the cave and saw the huge shadow of the lion falling on the floors. The lion sat near the entrance of the cave and rested his head on his huge paws. Soon he was fast asleep. The whole cave seemed to tremble with the loud snoring of the jungle king.

The mouse tried to creep out as stealthily as he could. Soon he was near the entrance. But as he tried to cross the lion, his little tail grazed against the left paw of the beast and the lord of the jungle woke up with a start. Imagine his anger and the roar he gave when he saw the puny mouse in his den.

The frightened mouse lost his mind and began to run up and down upon the lion. The lion placed his huge paw upon its tail and opened his big jaws to swallow the mouse when the latter cried out, "Pardon, O King, please forgive me. I did not mean to wake you; I was only trying to leave this cave which I had entered out of curiosity. Kindly let me go this time, I shall never forget your nobility: if destiny gives me a chance I will assist you in whichever way I can on one of your bad days."

The lion was amused at this thought. How can the little mouse help him? But he let him go and roared with laughter. The mouse ran for his life, thanking his stars. A few days, as the lion was prowling majestically through the jungle, it was suddenly caught in a hunter's snare. He struggled furiously to break free. But for all his efforts, he only found himself getting even more entangled in the net of ropes. He roared out of anger and helplessness. The whole jungle began to shake due to the terrible sound and every animal heard the cries of the beast. The mouse heard it too.

"The lord of the jungle is in trouble." thought the mouse. "It is my chance to be of help to him now".

Thinking so, the mouse ran as fast as he could to the place where the sounds were coming from. Soon he found the lion trapped in the hunter's snare.

"Don't move, Your Majesty, I'll cut your ropes and you will soon be free" squeaked the mouse. Without wasting a second, he began nibbling through the ropes with his sharp little teeth. Very soon the lion was free.

"I did not believe that even you could help me. But I was wrong" said the lion humbly. And the two creatures became the best of friends from that day.

1. Who are the characters in the story?

---

2. What happened in the story? Express your answer briefly in one to two sentences.

---

---

3. When did it happen?

---

4. Where did it happen?

---

5. Below is the moral of the fable. Study it and write whether it is a universal moral or not. Give a reason for your answer.

**"No matter how weak and small a creature is, he may be of help when the time comes".**

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|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.</b> |
|------------------------------------------------------------|

**Answers to Activities****Activity 1**

1. The brown dog and the black dog
2. The brown dog let go of a piece of bone in exchange for the reflection of the moon which he mistook to be a 'fat meat'. He ended up with nothing when the black dog ran away the piece of bone it dropped.
3. In the night
4. Beside a deep pool
5. The greedy ends up with nothing.

**Activity 2**

1. C
2. A
3. E
4. B

## Lesson 10: Allegory

---



Welcome to Lesson 10 of Unit 5. In the previous lesson you learned about legends. In this lesson, you will explain the purpose and list the elements of allegory. First, look at your aims for this lesson.



### Your Aims:

- define allegory
  - identify the elements of an allegory
- 

### What is allegory?

Most of us have grown up reading stories and fables with underlying morals that sought to teach us something that was not explicitly mentioned in the story. That is, in very simple terms, the use of allegory. So, what is an **allegory**? If you are familiar with the term metaphor, then understanding allegory should not be difficult for you. It is one of the literary devices that use objects, characters, and even actions to represent an underlying meaning that is different from what the object or character literally translates into. Allegorical representations are found in most **mediums** or form of expression such as short stories, parables, poems and even pictures of painting therefore language or literature is not the only way to express something that is not visibly clear to one's eye.

The main purpose of an allegory is to tell a story with deeper meaning. It has characters, a setting, as well as other types of symbols that have both literal and figurative meanings.

The distinctive style of an allegory is that it has a moral that is often placed in the actions and decisions of the characters. Often the primary characters in allegory are either human beings, animals or creatures of fantasy.

### Symbol

When things have other meanings, they are acting as symbols, and the characters and events in an allegory are used for this purpose. Some important points to note about symbols are the following.

- Symbols are often indicated by emphasis and repetition.
- They support the whole of the written work and contribute strongly to the theme, and may be interpreted in different ways within the context.
- To be called a symbol, an item must suggest a meaning different in kind from its literal meaning.



**Activity 1** Complete the following information by filling in the blanks with the correct answer.

1. \_\_\_\_\_ is a literary device that uses objects, characters, and even actions to represent an underlying meaning that is different from what the object or character literally translates into.
2. The main purpose of allegory is \_\_\_\_\_  
\_\_\_\_\_
3. The distinctive style of an allegory is that it has a \_\_\_\_\_  
\_\_\_\_\_ that is often placed in the actions and decisions of the characters.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

Before you read an example of an allegory, please do the vocabulary exercise below.



**Activity 2** Give the correct meaning of the bolded words by circling the letter of the correct answer. You may use your dictionary.

1. The frogs **taunted** him, shouting, "You won't make it, it's too difficult you silly frogs!"  
A. Insulted  
B. Cheered  
C. Encouraged  
D. Slapped
2. The crowd continued to **jeer** and **ridicule** the frogs.  
A. Boo and mock  
B. Cheer and mock  
C. Encourage and inspire  
D. Encourage and mock
3. **Recriminations** flew thick and fast between the fighting neighbours.  
A. Accusations  
B. Insults  
C. Difficulties  
D. Remarks
4. The border patrol demanded to see his papers then became **furious** with him.  
A. Kind  
B. Understanding  
C. Violent  
D. Snobbish

5. Mrs. Aihi flares up whenever she walks into the **clamour** of a classroom of misbehaving students in between periods when a teacher is absent.
- A. Loud crying
  - B. Loud applause
  - C. Loud explosion
  - D. Loud and persistent outcry from many people

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



**Activity 3** Read the passage below and answers the questions on the next activity.

**The Allegory of the Deaf Frog**

Once upon a time in a land far away, hundreds of little tree frogs decided to hold a competition to see who could be the first to climb a high tower in the center of the town. As the little frogs engaged in the competition, a large crowd gathered to watch, and began **taunting** them, shouting, “You won’t make it, it’s too difficult you silly frogs!”

Ten feet or so up the side of the tower some of the frogs dropped off, too tired to continue. The crowd continued to **jeer** and **ridicule** the frogs and at twenty feet up about half the frogs had fallen to the ground, only to have to listen to the crowd’s ugly **recrimination**, “See we told you it is just too difficult!”

At the thirty feet mark, all but one of the frogs had eventually fallen. This one little frog continued to the top of the tower even though the crowd kept **jeering** and yelling about the impossibility of completing the task. The frog climbed back down and of course all the other frogs gathered around him, wanting to know how he had gotten to the top when none of them had. The questions flew fast and **furious** and in all the **clamour** of noise, the little frog finally put his front leg up next to his ear and said, “I’m sorry I can’t hear a word you are saying because I’m deaf!”



**Morale of the Story**

Never listen to people who have the bad habit of being negative because they steal the best aspirations of your heart! Always believe in your own ability and your dream, and drive endlessly to what you want to achieve in life. It is not about what others want because you know best what you want and what is best for you. Set your goals and just move with it! Life is **unpredictable** and nothing is guaranteed, so do not delay and start living your dream today!

**Activity 3**

- A. Fill in this table by writing down what you consider to be important symbols in the story. Write down what these symbols represent. The first one has been done for you.**

| Symbol (objects, characters, events) | Possible meaning    |
|--------------------------------------|---------------------|
| 1. hundred little frogs              | men and women/crowd |
| 2.                                   |                     |
| 3.                                   |                     |
| 4.                                   |                     |
| 5.                                   |                     |

---

**B. Answer the following questions.**

- Who are the characters in the story? \_\_\_\_\_
- Where and when did the story happen? \_\_\_\_\_
- Explain the tone of the story. \_\_\_\_\_
- What is the theme of the story? \_\_\_\_\_  
\_\_\_\_\_
- What do you feel about success of the little frog? \_\_\_\_\_  
\_\_\_\_\_
- What was the secret of his success? \_\_\_\_\_  
\_\_\_\_\_
- Describe the moral of the story? \_\_\_\_\_  
\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



## Summary

You have come to the end of Lesson 10. In this lesson you learned about allegory and its elements. You have also read a sample allegory and identified its elements.

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**NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.**

**Practice Exercise: 10**

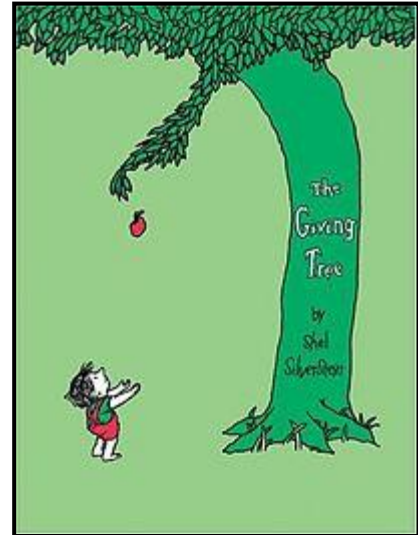
Below is a summary of an allegory written by the American author, Shel Silverstein.

**The Giving Tree**

There was once an apple tree and a boy who loved each other very much and were able to communicate with each other. The tree addressed the human as "Boy" his entire life.

In his childhood, the boy enjoyed playing with the tree, climbing her trunk, swinging from her branches, and eating her apples. However, as time passed he started to make requests of the tree.

After entering **adolescence**, the tree offered him her apples and branches but the boy was more interested in making money. The tree then suggested that he pick and sell her apples in the market. The boy did that and then was gone for a long time.



The illustration of the book cover done by the author.

After some years, the boy returned as an **adult** and told the tree that he wanted a house for his family. The tree suggested he cut her branches to build a house, which he did.

After reaching **middle age**, the boy returned and this time he wanted a boat. The tree suggested he cut her trunk to make a boat, which he did, leaving only a **stump**. Then after he was gone for a very long time, the boy returned a **shriveled** old man who only wanted a quiet place to sit and rest. The stump of the tree gladly provided this. The story ended with the sentence "And the tree was happy."

1. Look up how the words below are being used in the passage. Write a brief definition for each word listed below, use the glossary to look for the meaning of the words.

a. Adolescence

---

b. Adult

---

c. Middle Age

---

d. Stump

---

- e. Shriveled

---

2. Answer the following based on your own understanding:

a. What or who does each character symbolically represent?

- Boy – 

---
- Tree – 

---

b. Why do you think those symbols are used to describe the characters? Explain your answer in two (2) to three (3) sentences.

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

### Answers to Activities

#### Activity 1

1. Allegory
2. To tell a story that has characters, a setting, as well as other types of symbols that have both literal and figurative meanings.
3. Moral

#### Activity 2

1. A
2. A
3. A
4. C
5. D

**Activity 3****A.**

| <b>Symbol (objects, characters, events)</b> | <b>Possible meaning</b>                                     |
|---------------------------------------------|-------------------------------------------------------------|
| 1. hundred little frogs                     | <b>men and women/crowd</b>                                  |
| 2. competition                              | <b>ambition</b>                                             |
| 3. tower                                    | <b>difficulty of the ambition</b>                           |
| 4. fallen frogs                             | <b>failure</b>                                              |
| 5. deaf frog                                | <b>one individual who did not listen to discouragements</b> |

**B.**

1. The frogs
2. In a faraway land
3. Positive outlook
4. Believing in your ability and dreams
5. inspired
6. he did not listen to the negative comments of the crowd
7. *(These are only sample answers to compare with your own answer.)*
  - Never listen to people who have the bad habit of being negative because they steal the best aspirations of your heart.
  - Life is unpredictable, nothing is guaranteed.
  - It's not about what others want; it's about what you want.

## ANSWERS PRACTICE EXERCISES IN TOPIC 2

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### Practice Exercise 6

(Read through your myth to check your answers against the marking criteria below. Then total your marks in order to rate your story.)

|                                                                      | Marks    |
|----------------------------------------------------------------------|----------|
| a) Title.....                                                        | 1        |
| <b>Paragraph #1 (Introduction)</b>                                   |          |
| b) Did you introduce the setting of the myth?                        |          |
| When did it happen?.....                                             | 1        |
| Where did it happen?.....                                            | 1        |
| Who was/were the main character/s?.....                              | 1        |
| <b>Paragraph #2 (Body Paragraph) PLOT</b>                            |          |
| a) Did you describe the first event that started the story?.....     | 1        |
| b) Did you describe the problem/s faced by the main character/s?     | 1        |
| <b>Paragraph #3 (Conclusion)</b>                                     |          |
| a) Did you describe the climax of the story?.....                    | 2        |
| c) Did you describe how the problem/s were solved in the story?..... | 1        |
| d) Did you describe how the story ended?.....                        | <u>1</u> |
|                                                                      | 10       |

(Rate your myth according to the guide below.)

| Total Marks | Comments                         |
|-------------|----------------------------------|
| 1 - 4       | – Study Harder and More Practice |
| 5 - 6       | – More practice for improvement  |
| 7 - 8       | – Good but Needs Improvement     |
| 9 - 10      | – Very Good and Keep it up       |

---

### Practice Exercise 7

|    |    |   |     |   |
|----|----|---|-----|---|
| A. | 1. | E | 6.  | E |
|    | 2. | E | 7.  | E |
|    | 3. | E | 8.  | E |
|    | 4. | A | 9.  | A |
|    | 5. | E | 10. | A |

**B.** (This is only a sample to compare with your own.)

### **The First Man and Woman**

According to this myth, the first creations were the sea, and a giant bird. How they appeared was not mentioned, but they just existed. There was no land yet, so the giant bird just flew continuously. The bird finally grew tired of flying, but the predicament was that there was nothing yet to land on. Being smart, the bird instigated the sea to throw rocks on the sky.

Somehow the sky was hit, and it retaliated by a tremendous downpour. The rocks thrown plus a downpour later produced land masses all over the world. The land produced plants much later now the giant bird had something to perch on. As it was relaxing on a branch, it became thirsty. So the bird flew again and in search of fresh water, this time. But the sea yielded nothing but salt water. So the bird tried searching on the land. It came upon a cluster of shrubberies where giant weeds grew nearby. The giant bird knew that the giant weeds had stored water between their knots so the bird started pecking. After much pecking the bamboo remained the same. The bird was about to look for another bamboo to peck when he heard voices from the bamboo. Finally, being a smart bird it picked a big rock and dropped the thing on the bamboo. As it opened, the first man and woman came out naked.

---

#### **Practice Exercise 8**

1. The article is based on the Australian legends.
2. It is because these stories are intertwined with song, dance, cave paintings and other rituals.
3. They strongly hold on to their traditional cultures and customs and still practise their rituals to this date.
4. Yes. Legends are very important to this date and still are. For legends tell a great story of long, long time ago.
5. Legends are part of the traditional stories about famous people – sometimes based on fact but with some larger-than-life elements.

---

#### **Practice Exercise 9**

1. The lion and the mouse
2. A little mouse that was freed by a lion was able to return the favour when he helped the lion escape from its trap.
3. A long time ago
4. In the jungle
5. It is a universal moral because it is true and accepted in Papua New Guinea as well as in other countries.

**Practice Exercise: 10**

1.

- a. Adolescence – the period following the stage of puberty during which a young person develops from a child into an adult
- b. Adult – a person who is fully grown or developed
- c. Middle Age – the period after early adulthood and before old age; about 45 to 65 years of age
- d. Stump – the bottom part of a tree left projecting from the ground after most of the trunk has fallen or been cut down
- e. Shriveled – wrinkle and contract due to loss of moisture for plants or old age for animals and man

2.

- a. Boy – humankind/ Friend/ Child  
Tree – God/ Jesus/ Mother Nature/ Parent
- b. (*Your explanation must be based on **one** of the symbolical representations below*)
  - The tree represents God or Jesus and the boy represents humankind.
  - The tree represents Mother Nature and the boy represents humankind.
  - The tree and the boy are friends.
  - The tree represents the parent (mother or father) and the boy represents the child.

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END OF TOPIC 2

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NOW DO EXERCISE 2 IN ASSIGNMENT 5. THEN GO ON TO TOPIC 3.

## **TOPIC 3**

### **NOVELS AND DRAMAS**

**In this Topic, you will learn about:**

- **Narrative elements of novels.**
- **Films.**
- **Elements of drama.**
- **Technical aspects of drama.**
- **Story scripts.**

**TOPIC 3: NOVELS AND DRAMAS**

---



Both novels and dramas tell stories. A novel is a story written to be read. Drama, on the other hand, is essentially written to be performed on stage.

In Topic 3, you will learn about the elements of novels and dramas. You will also try your hand in writing a story script.

In **Lesson 11**, you will learn about the narrative writing elements of novels.

**Lesson 12** is all about films. In this lesson, you will define film and identify its features.

In **Lesson 13** you will study about dramas. You will learn a brief history of drama and its elements.

**Lesson 14** is all about the technical aspects of drama. You will define and identify the various technical aspects of a drama.

In **Lesson 15** you will learn about story scripts. You will also experience writing lines for a story script.

We wish you all the best in your studies! You may now start with Lesson 11.

## Lesson 11: Narrative Elements of Novels

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Welcome to Lesson 11 of Unit 5. In the previous lesson you learned about allegory. In this lesson you shall learn about the narrative elements of novels. But first, look at your aims for this lesson.



### Your Aims:

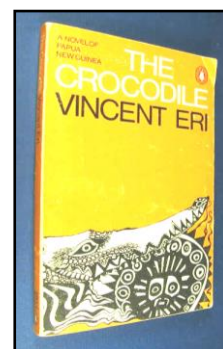
- define narrative writing
  - identify the narrative elements of a novel
- 

You may have learned in the past that narrative writing is the kind of writing that tells a story – real or imaginary. Narrative writing can be used in essay writing, short stories and in novels. The narrative elements are generally present in all narrative writing such as short stories and novels. These narrative elements provide the basis for their organisation or structure. Structure is the way in which a story is organised to involve, entertain, interest and stimulate the reader's imagination.

### Novel

Someone can tell a story in a short story or novel. However, the novel is going to be much longer than a short story. A short story may be under 7,500 words long. A novel is longer than that and could be 17,500 – 40,000 words long.

Charles Dickens' *Oliver Twist* and David Copperfield are examples of novels. *The Great Gatsby* by F. Scott Fitzgerald and Ernest Hemingway's *The Old Man and the Sea* are popular American novels. Some well-known novels in PNG are *My Mother Calls Me* Yaltep by Ignatius Kilage and *The Crocodile* by Vincent Eri.



### Narrative Elements of Novel

**Setting** is the time and place (or where and when) that form the background of the story.

**Characterisation** refers to the methods the author/writer uses to reveal the character and personality of the people in the story. The reader learns about the characters through what they say, do, or think about.

**Plot** is the pattern of events in a novel. As in the short story, the plot of a novel structures the *What* and *How* of the story. A fully developed plot is often divided into six sections: *situation*, *complication*, *conflict and development* (rising action), *climax*, and *falling action* or denouement. **Denouement**, is the final part of a story in which the events of the plot are drawn together and matters are explained or revealed. Then it is quickly followed by the *resolution* in which the conflicts are resolved or the final outcome of the story is presented.

You may go back to Lesson 1 on page 10 to study how the sections of a plot are outlined.

**Conflict** occurs in the story as a result of the situation in which the characters find themselves. There are problems to be solved, questions to be answered, and physical and emotional challenges to be overcome. These will create the tension and suspense, which will provide excitement and interest involved. Characters can experience conflict with other people, themselves, nature or society.

### Genres of Novels

A skilful writer is the one who organises all the elements of the novel in a nice way to interest the reader's thoughts and feelings. In creating such interesting stories, writers use what they observe around them. They may investigate and research lives of people and events to come up with different plots that they group together. This grouping is described by the word literary *genre*. Novels are often categorised in the different genres listed below.

- **Science fiction** – stories based on imagined future scientific advances that are frequently portraying space or time travel and life on other planets.
- **Romance** – stories that focus on the relationship and romantic love between two people and must have an emotionally satisfying and optimistic ending.
- **Mystery** – stories that typically focus on the investigation of a crime in which a detective investigates and solves a crime mystery.
- **Fantasy** – stories that commonly take place in imaginary worlds and use magic and magical creatures.
- **Adventure** – stories in which an exciting undertaking involving risk and physical danger forms the main storyline.
- **Historical** – stories that are based on people, places and events that took place in the past.

### Writer's Point-Of-View

Positioning the reader refers to whether the writer will write in the **third person** or **first person**. In doing that, the writer chooses to allow the reader to view the thoughts of one person or of more than one people. To write in the first person, the writer becomes or is one of the characters in the story. The pronoun "I" and related terms like "my, our" are used. She or he will write:

This morning I was coming to school when this bus full of kids ran into another vehicle. From about 50 metres away I knew something was wrong with the bus by the way it was travelling down the road towards us.

"Get away from the road," I yelled at Max and Marie.

As I jumped to the right side of the road, Max and Marie jumped to the left. If we did not we could have been run over.

Now see how it is written in the third-person below.

This morning as Josh was coming to school with his friends, this bus full of kids ran into another vehicle. From about 50 metres away Josh knew something was wrong with the bus by the way it was travelling down the road towards them.

"Get away from the road," he yelled at Max and Marie.

As Josh jumped to the right side of the road, Max and Marie jumped to the left.

If they did not they could have been run over. Before you read on, do Activity 1 below. It should take you 5 minutes to complete it.



**Activity 1** Refer to the passage above and write “T” if a statement is true or “F” if it is false. Write your answers on the spaces provided.

1. Narrative writing is used to tell a story. \_\_\_\_\_
2. Short stories do not have the same elements as novels. \_\_\_\_\_
3. A novel is longer than a short story. \_\_\_\_\_
4. The setting of a story tells “the when and where” of it. \_\_\_\_\_
5. Character is a genre in novel writing. \_\_\_\_\_
6. Science fiction, romance are different genres in novels. \_\_\_\_\_
7. Elements of narrative writing include conflict and action. \_\_\_\_\_
8. A short story can be 30,000 words long. \_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of this lesson.



**Activity 2** Read the story and state which descriptions below relate to the different elements of a story.

### I miss her

I, Jim, am from Madang but spent my early life in Port Moresby.

I met Amanda from Rigo in Central province when we were studying at Lae Technical College in 2004. She is pretty and nice and we became friends.

Mid-way through 2005, the student strike forced the government to close down the school for the year and we, the students, went back to our provinces. And that was when I lost contact with Amanda.

In the following year I returned to college eager to spend time with her again only to find that Amanda was not returning to school.

I had planned to let her know that I really would like to marry her.

Her cousin Julie told me that Amanda was not coming back to school because her people had arranged her marriage to a businessman.

“For all I know, she may be expecting her first child,” Julie said.

Her response was typical of her wild and careless character.

I obtained a postal address from Julie and wrote a total of eight letters that year to Amanda. I got no response. So I made up my mind that after six months on my first job, I would save some money and go look for her at Rigo.

I really felt that our relationship was a good one and I still feel deeply for her and want to maintain that relationship.

When Julie went for holidays, I gave her my ninth letter to pass on to Amanda.

The letter said:

*Hellow, Amanda. How are you doing?*

*It is me, Jim. I think you have received my other letters. But I am not sure why you have not replied.*

*I will be working with a company in Lae as a laboratory technician starting in December. But I plan to travel to Port Moresby in June and come up to Rigo, to Matairuka, to see you.*

*In the one-and-a-half years that I have known you, I have realised that you are a nice person and would like to maintain that relationship with you.*

*If it is of any comfort to you, I will come by as a good friend and not a boy friend.*

*Thanks. See you in June.*

*Your friend,*

*Jim*

In time, after saving K4,000, I bought a ticket, got on a plane and flew to Port Moresby. There, I got on a PMV bus and left for Rigo, where I would get on another PMV to get to Matairuka.

| Description                                                  | Elements |
|--------------------------------------------------------------|----------|
| 1. Amanda was pretty and nice.                               | _____    |
| 2. I lost communication with Amanda after 2005.              | _____    |
| 3. My name is Jim.                                           | _____    |
| 4. We were studying at Lae.                                  | _____    |
| 5. Her response was typical of her wild, careless character. | _____    |
| 6. I gave her my ninth letter.                               | _____    |
| 7. After saving K4,000, I bought a ticket.                   | _____    |
| 8. I will come by as a good friend.                          | _____    |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of this lesson.



## Summary

You have come to the end of Lesson 11. In this lesson you learned about narrative writing and identified the narrative elements of novel.

---

**NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.**

**Practice Exercise: 11**

---

**Look back at the story in Activity 2 on pages 99 and 100 to answer the following questions.**

1. How many characters were described in the story?  
\_\_\_\_\_
2. What is the main conflict or problem in the story?  
\_\_\_\_\_
3. Name two (2) actions taken by Jim to solve the problem.  
\_\_\_\_\_
4. Was the problem resolved in the story? Why?  
\_\_\_\_\_
5. Is the story written in the first or third person?  
\_\_\_\_\_
6. What is the name of the writer?  
\_\_\_\_\_
7. If someone took this short story and developed it into a novel, which genre would it most likely come under?  
\_\_\_\_\_
8. Do you think the main character is making good decisions? Explain your answer.  
\_\_\_\_\_

|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.</b> |
|------------------------------------------------------------|

**Answers to Activities****Activity 1**

1. T
2. F
3. T
4. T
5. F
6. T
7. T

**Activity 2**

1. Character
2. Conflict
3. Character
4. Setting
5. Character
6. Development
7. Climax
8. Denouement

## Lesson 12: Films

---



Welcome to Lesson 12 of Unit 5. In the previous lesson you learned about the elements of novels. In this lesson you shall learn about films. But first, let us look at our aims for this lesson.

### Your Aims:

- define film and its types
  - compare the features of films and novels
- 

### What are films?

Films are cultural artefacts created by specific cultures, which reflect those cultures and, in turn, affect them. Film is considered to be an important art form, a source of popular entertainment and powerful method for educating or brainwashing citizens. The visual elements of cinema give motion pictures a universal power of communication.

Films can also be defined as a form of entertainment that enacts a story by sound and a sequence of images giving the impression of continuous movement. More film involves individual motion pictures which include the field of film as art form, and the motion picture. Films are produced by recording real life images with cameras, or by creating images using animation techniques or special effects.

In a more simple sense, film is a series of moving pictures usually shown on a cinema or television. It is a recording of moving images that tells a story and that people watch on a screen or television.

### Types of Films

#### 1. Narrative Films

These films refer to movies that tell a story. These are the films that are most widely screened in theatres, broadcast on TV, streamed in the internet, and sold as DVDs. Though **fictional film** is another term for narrative films, the word *fictional* does not imply that such movies are purely based on fictitious events. In some cases truth and creation blend together.

For example, one of the storylines in James Cameron's *Titanic* pertains to the steamship RMS Titanic that struck an iceberg in her maiden voyage and sank soon afterwards – a real, greatly documented incident that happened on April 14, 1912. However, the romance between Rose and Jack, another prominent storyline in the movie, is a product of Cameron's imagination, just like both characters.

The terms **fictional film** and **narrative film** carry the understanding that the filmmaker has the freedom to create storylines and alter the historical facts as he or she sees fit. This freedom allows the director to shape the movie and perfect the story. One of the many reasons why **Titanic** broke a box office record was because the audience could relate to the situation where Jack and Rose were in.

## 2. Documentary Films

A documentary film is a non-fictional film intended to document some aspect of reality, primarily for the purposes of instructions or maintaining a historical record. Such films were originally shot on film stock, the only medium available, but now include videos and digital screening in cinemas.



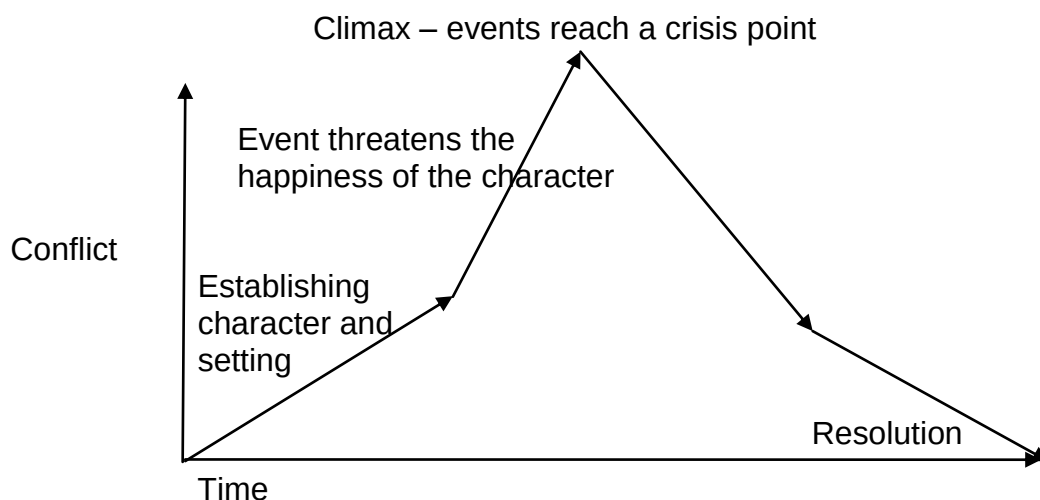
### Activity 1 State what type of movie/film is described in each case.

| No. | Type | Movie Title     | Description                                                                                                                                                                                                                                                                                                  |
|-----|------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  |      | 2012            | A movie that describes what would happen in the future including world-wide natural disasters like tsunamis                                                                                                                                                                                                  |
| 2.  |      | Tinpis Run      | The story is about a highlands man named Papa and how he relates to his complex culture and the conflict introduced by Western society. There are so many social and cultural issues raised in this film but rather than keep it strictly dramatic, the writers have included comedy to make viewing easier. |
| 3.  |      | Gandhi          | <b>Gandhi</b> is a 1982 epic biographical film which dramatises the life of Mohandas Karamchand Gandhi, the leader of India's non-violent, non-cooperative independence movement against the United Kingdom's rule of the country during the 20th century.                                                   |
| 4.  |      | Marley          | Bob Marley's universal appeal is unparalleled. <i>Marley</i> is the definitive life story of the musician, revolutionary and legend from his early days to his rise to international superstardom.                                                                                                           |
| 5.  |      | Bourne Identity | It tells of a US special agent man who was framed for some Russian businessman and he had to fight to stay alive and prove his innocence.                                                                                                                                                                    |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of this lesson.

### Films vs. Novels

Films, like narratives in novels, can tell stories. The screen writer (the person who wrote the story) would build up a plot with similar elements that are present in novels. The plot that she or he creates would have setting, characters, conflict/challenge, action and resolution. Study the outline a plot of a story that a screen writer may use on the next page.



Before you read on, do Activity 1 below. It should take you 5 minutes to complete it.



**Activity 2** Compare the film to the novel by identifying the appropriate features that each has. You answer by ticking the box against each feature on the list. The first item was done as an example.

| No. | Feature                                                      | Film | Novel |
|-----|--------------------------------------------------------------|------|-------|
| 1.  | Has a plot                                                   | ✓    | ✓     |
| 2.  | Uses text to communicate                                     |      |       |
| 3.  | Uses sounds and images to communicate                        |      |       |
| 4.  | Has characters                                               |      |       |
| 5.  | Can be based on real lives and events                        |      |       |
| 6.  | Can be based on imaginary characters                         |      |       |
| 7.  | Needs a piece of electronic equipment to pass on information |      |       |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of this lesson.



### Summary

You have come to the end of Lesson 12. In this lesson you defined film and identified its types. You have also identified its features by comparing it to novel.

**NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.**

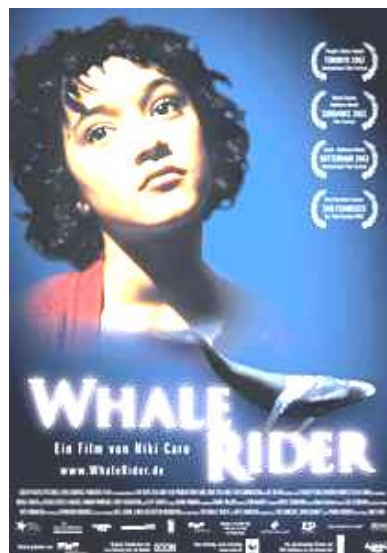
**Practice Exercise: 12****A. Read the film review and answer the questions that follow.****Whale Rider – A Movie**

Whale Rider is a movie made in 2002 in New Zealand and is based on the book of the same name by Witi Ihimaera.

The movie tells the story of 12-year-old Maori schoolgirl Kahu Paikea Apirana and her life and relationship with her Grandfather (a respected chief) and her other relatives – grandmother, father and uncle.

The movie starts with the birth of Paikea and her twin brother. The Grandfather hoped for a grandson to be born to carry on the heritage that their people had. The grandson however does not make it – he dies. Sadly, Paikea's mother also passes away while giving birth.

As the girl grows up she realises that she cannot do everything that everybody does. There were things that the boys were instructed to do that she could not.



Keisha-Castle Hughes stars as Paikea in *Whale Rider*.

That includes the fact that the top leaders of the Maori are chosen among males. In a couple of instances the Grandfather had to be tough on her for her trying to do what the boys (her schoolmates) were doing – including practising *taiaha* (stick) fighting. By then, her father goes to Germany and befriends a young woman there. Paikea's Grandfather dislikes that relationship and prefers that he marry another young Maori woman.

Things happen to show that nature is not what the chief wants. In one instance, the grandfather and Paikea's uncle take the group of boys out to sea in a boat and the chief drops his special necklace into the sea. He then instructs the boys to dive down to find it. That was to be test to see who would become the "chosen one". Unfortunately, none of the boys found the necklace. Later, when Paikea and the uncle and others go out to sea, the uncle pointed out the place where the chief had dropped the necklace. Paikea dives down into the sea and after some time surfaces with the necklace. The uncle tells the grandmother about it – but not the grandfather.

At a particular time a group of beached whales were discovered during the night by the chief. Beached whales are those, for various reasons come ashore. In doing that they endanger their lives because they may dehydrate. The whole community goes down to get the whales out back to sea but could not. When they gave up Paikea, without anybody seeing, gets on the back of the leading whale and after some time the whale moves to the ocean – with Paikea riding it. When the leader moved out to sea, the other beached whales also follow and then everybody realises that something must have happened.

The grandmother knew that since Paikea was missing she must have gone with the whales. Paikea, on the other hand, continues to hold onto the leading whale until they were in deeper waters and she lets go.

After many hours of search, carried out by men on boats, Paikea is found. Later when she is asleep in the hospital, the chief, her grandfather (who now has the necklace), puts his necklace on her – recognising her as the chosen leader.

1. Who is Paikea Apirana?  
\_\_\_\_\_
2. What happened to Paikea's mother when she gave birth to Paikea and her brother?  
\_\_\_\_\_
3. What is the name of the traditional Maori stick fighting called?  
\_\_\_\_\_
4. Where did Paikea's father live after she was born?  
\_\_\_\_\_
5. A necklace was dropped into the ocean. Who dove and found the necklace?  
\_\_\_\_\_  
\_\_\_\_\_
6. Beached whales could die of \_\_\_\_\_.
7. Who rode on the back of the leading whale to get the whales out to sea?  
\_\_\_\_\_
8. When did the person in Question 7 let go of the leading whale?  
\_\_\_\_\_
9. What did the grandfather do to Paikea while she was asleep at the hospital?  
\_\_\_\_\_
10. Does the story have a sad or happy ending? Why do you say so?  
\_\_\_\_\_
11. Which characters are named in the review?  
\_\_\_\_\_
12. Describe the main character.  
Name: \_\_\_\_\_  
Age: \_\_\_\_\_

Daughter of: \_\_\_\_\_

Nationality (country): \_\_\_\_\_

Ethnicity: \_\_\_\_\_

13. a. What is the main conflict?

\_\_\_\_\_

- b. Name a minor conflict (apart from the main one).

\_\_\_\_\_

14. Did the main character act to resolve the conflict? Explain.

\_\_\_\_\_

15. Which character holds firmly onto their traditional beliefs?

\_\_\_\_\_

16. Give examples where traditional beliefs were not followed in the story?

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

\_\_\_\_\_

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

\_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

### Answers to Activities

#### Activity 1

1. Narrative Film
2. Narrative Film
3. Documentary Film
4. Documentary Film
5. Narrative Film

**Activity 2**

| No. | Feature                                                      | Film | Novel |
|-----|--------------------------------------------------------------|------|-------|
| 1.  | Has a plot                                                   | ✓    | ✓     |
| 2.  | Uses text to communicate                                     |      | ✓     |
| 3.  | Uses sounds and images to communicate                        | ✓    |       |
| 4.  | Has characters                                               | ✓    | ✓     |
| 5.  | Can be based on real lives and events                        | ✓    | ✓     |
| 6.  | Can be based on imaginary characters                         | ✓    | ✓     |
| 7.  | Needs a piece of electronic equipment to pass on information | ✓    |       |

## Lesson 13: Elements of Drama

---



Welcome to Lesson 13 of Unit 5. In the previous lesson you learned about writing films. In this lesson you will look deeper into the elements of drama. First, take a look at the aims for this lesson.



### Your Aims:

- define drama
  - read a brief history of drama
  - identify the elements of drama
- 

### What is drama?

A drama is a serious play written for performance on stage, television or radio.

### A Brief History of Drama

Drama is a form of Literature usually written as dialogue. It can be either **prose** or **verse**. Drama is intended for performance – that is, it is meant to be seen and heard, though it can be read as a reader would read a novel.



The word “*drama*” originates from a Greek word meaning “*to do*”. Therefore, drama is associated with the idea of action. Usually drama is about events in the lives of characters. The ideas of conflict, tension, contrast and emotion are connected with drama. Drama originated according to the following stages:

### Greek Drama

Thespis, from the 6<sup>th</sup> century BC in **ancient** Greece, is the first known playwright. Early Greek drama was characterised by religious **ritual** and contained legendary stories of Greek heroes.

### Medieval Drama

Western drama had a new beginning in the **medieval** church and, the texts reflect the ritual purpose of the **theatre** in society. The plays were a series of biblical episodes at different times throughout the year from Creation to the Last Judgement, with the **Crucifixion** as the climax of the experience about man and his creator. The story was broken into many short plays, and each one played on its own stage in the language of ordinary people.

Greek plays on the other hand, were performed in large, open theatres to large audiences.

Medieval plays were small and **intimate** dramatisations of Bible stories. They used language of poetry and a mixture of Bible events with local details, familiar behaviour, and the **comedy** and the struggles of medieval life.

### Elizabethan Times

In **Elizabethan** times theatres were built and a great variety of plays were performed. This was the time when Shakespeare (1564-1616) wrote his **tragedies**, historical plays and comedies.

### Modern Drama

Like novelists, playwrights began to write **naturalistic** dramas. Dramatists began by using the speech and behaviour of real life and later became interested in showing the symbolic and poetic side of the human condition.

### Eastern Drama

There are strong traditions of drama in India, Japan, China and Indonesia. Eastern drama is more ritualistic than being naturalistic.

Drama in some form is found in almost every historical period and society. For example, there are records of a sacred drama in Egypt 2000 years before Christ.



**Activity 1** Read the brief history of drama again. This time you must carefully study how the words in **bold** and *italics* have been used in the sentence. Choose a word from the list below then write it on the space next to its meaning.

|          |             |             |              |
|----------|-------------|-------------|--------------|
| Prose    | Verse       | Ancient     | Ritual       |
| Medieval | Theatre     | Crucifixion | Intimate     |
| Comedy   | Elizabethan | Tragedy     | Naturalistic |

1. It is very detailed and thorough. \_\_\_\_\_
2. Writing that is not poetry. \_\_\_\_\_
3. The death of Jesus Christ on the cross. \_\_\_\_\_
4. Writing that is poetic and arranged in lines with a regular rhythm or pattern. \_\_\_\_\_
5. It is connected with the time when Queen Elizabeth 1 was Queen of England. \_\_\_\_\_
6. A play, film or movie that is intended to be funny and usually with a happy ending. \_\_\_\_\_
7. It is a very sad event or situation and usually involving death.  
\_\_\_\_\_
8. It is something that is always carried out in the same way as part of a religious ceremony. \_\_\_\_\_
9. The work of artists or writers showing things as they appear in the natural world.  
\_\_\_\_\_

10. Belonging to a period of history that is thousands of years in the past.

---

11. The work of writing, producing and acting in plays.

---

12. Connected with the Middle Ages from about 1000 AD to 1450 AD.

---

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

Now, you will look at comparison between a drama and a novel.

### **Comparison between a Drama and a Novel**

Drama, like novels, can take us to another time and place in a very exciting way. Dramatic works are created to cause an emotional response through the audience's direct experience.

The plot of a drama takes place in a particular setting according to how the stage is set up. The actors in a performance play the roles of characters, delivering lines of dialogue. Stage directions are written into the dialogue by the author to control the activity in the play. This includes where the actors are on the stage, how they move, the gestures they should make and how they must say their lines, and other activities such as lighting and how the stage is set up.

Drama consists of a number of elements as listed below.

### **Elements of a Drama**

1. **Theme**- the message or central idea in the play.
2. **Title**- the title helps the audience to understand the play.
3. **Description of the Scene**- a description of the characters and the setting.
4. **Stage Directions**- specific instructions for the actors to follow during a play.
5. **Actors / Characters**- imaginary people in a play to be acted out.
6. **Setting**- the place where the play is taking place.
7. **Stage Director**- someone who directs a play.
8. **Costumes**- the type of clothes worn by the actors in a play.
9. **Props**- refer to sound or lighting that are heard or seen during a play.
10. **Acts**- one of the main divisions in a play which consists of several scenes.

11. **Scene**- part of a play in which the actions happen in one place.

12. **Audience**- the crowd who watch the performance.

Now that you know about the elements of drama, take time to read aloud some of the specific terms used in drama. They are listed below.

|               |           |               |       |      |
|---------------|-----------|---------------|-------|------|
| Body language | Costume   | Sound effects | Enter | Exit |
| Make-up       | Off stage | On stage      | Props | Cue  |



**Activity 2** Here are the meanings of the specific terms in drama. Match the correct word to its correct meaning by writing the word in the space provided. You may use your dictionary or the glossary of this book.

1. \_\_\_\_\_ effects of sound to make the play more realistic
2. \_\_\_\_\_ the things actors use or have with them on stage
3. \_\_\_\_\_ the area visible to the audience
4. \_\_\_\_\_ an actor's cue to leave the stage
5. \_\_\_\_\_ special clothes the actors should wear
6. \_\_\_\_\_ the area that the audience cannot see
7. \_\_\_\_\_ an actor's cue to go onto the stage
8. \_\_\_\_\_ this is used to give actors personality
9. \_\_\_\_\_ a signal for the actor to say or do something
10. \_\_\_\_\_ using the body to express ideas or emotions

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



## Summary

You have come to the end of Lesson 13. In this lesson you have learned about the definition of drama. You have also understood the origin of drama, its elements and some of its specific terms.

**NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.**

**Practice Exercise: 13**

---

Read the drama below then answer the questions that follow.

**The “Gossip” Hairdressing Salon*****The actors:***

**Hairdresser:** *Mike (a male) Very neat. Likes to bet gossip.*

**Customer 1:** *Lolo. A gossiping, but caring , young woman.*

**Customer 2:** *Manui. A mostly silent customer.*

**Narrator**

***The setting***

NARRATOR: This play is set in a hairdresser’s shop. We meet Mike, the hairdresser, and Lolo and Manui, who are his customers.

*The curtain opens at the beginning showing the two customers already on the stage, seated in their chairs.*

***Stage directions and props***

*Two chairs for customers face the audience. Props used for the hairdresser are a brush and comb. These props should be kept in the hairdresser’s pocket when not in use. Customer 1 has a magazine and a mobile phone. Customer 2 has a book, wears dark glasses and has a towel wrapped around her head.*

***The scene***

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

CUSTOMER 1: *(Whispering excitedly) ... Yes, oh yes! Holding hands! They weren’t kissing but they were definitely holding hands! Listen, I had better go... Mike the sweetie is starting to work on my hair. ( Puts the mobile away and looks into the audience as if it were her mirror and she can see Mike in it. Mike also looks into the audience as if they were the mirror and he can see Customer 1 in it. )*

MIKE: *(Combing Customer 1’s hair ) So... who is kissing whom? Come on, tell me!*

CUSTOMER 1: *You know my brother’s friend, Rawalo, the one who has the mobile phone shop? (Mike nods and carries on combing)*

CUSTOMER 1: (*Continuing*) Well, you know he has a serious girlfriend, Debbie. They're getting married next week. I've been invited to the wedding. Anyway, who should I see yesterday walking along the road but Rawalo and another girl (*Stretches her eyes wide*) – holding hands!

MIKE: (*Stops combing and puts his hands on his hips*) No! What a cheat!

CUSTOMER 1: You know I love Debbie and I feel I just ought to tell her what I saw. I feel terrible, but I am so upset I am just going to call her right now. (*Gets mobile out and starts to look for numbers*)

CUSTOMER 2: (*Suddenly stops reading book, stands up, walks over to customer 1 and takes the mobile away*) Stop! I am the girl he was holding hands with. I'm Rawalo's sister! (*She takes her glasses off and stares crossly at Customer 1, then laughs*) But I won't tell on you, because you obviously care a lot for Debbie. I just wish you trusted my brother Rawalo more! (*Stresses Rawalo's name as she says it*)

*They all stare at each other looking shocked. Mike puts his hands to his mouth and giggles. Lights off. Some music plays.*

1. What is the theme of the play?

---

---

2. Where is the setting?

---

---

3. How is Rawalo related to Customer 2?

---

---

4. List down the props that have been used in this play?

---

---

5. Define drama as illustrated by the play?

---

---

---

|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.</b> |
|------------------------------------------------------------|

**Answers to Activities****Activity 1**

- |                |                 |
|----------------|-----------------|
| 1. Intimate    | 7. Tragedy      |
| 2. Prose       | 8. Ritual       |
| 3. Crucifixion | 9. Naturalistic |
| 4. Verse       | 10. Ancient     |
| 5. Elizabethan | 11. Theatre     |
| 6. Comedy      | 12. Medieval    |

**Activity 2**

- |                  |                   |
|------------------|-------------------|
| 1. Sound effects | 6. Off stage      |
| 2. Props         | 7. Enter          |
| 3. On stage      | 8. Make- up       |
| 4. Exit          | 9. Cue            |
| 5. Costume       | 10. Body language |

## Lesson 14: Technical Aspects of Drama



Welcome to Lesson 14 of Unit 5. In the previous lesson you learned about the elements of drama. In this lesson, you will learn about the technical aspects of drama. First, look at your aims for this lesson.



### Your Aims:

- define technical aspects of drama
- identify the technical aspects of drama
- enumerate the tasks of the director and the stage manager

Before you read on, do the vocabulary activity below to define new terms.



**Activity 1** Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use a dictionary or the glossary of this unit book.

| Column A              | Column B                                                                    |
|-----------------------|-----------------------------------------------------------------------------|
| ___ 1. Technical      | A. General appearance of a place                                            |
| ___ 2. Scenery        | B. Outfit                                                                   |
| ___ 3. Costume        | C. Used to make things visible                                              |
| ___ 4. Props          | D. Sound as of thunder or explosion produced artificially or from recording |
| ___ 5. Lights         | E. The total use of cosmetics used on other parts of the body               |
| ___ 6. Sound effects  | F. Relating to practical or mechanical arts                                 |
| ___ 7. Make-up        | G. Cover                                                                    |
| ___ 8. Mask           | H. Various processes by which imagery is created                            |
| ___ 9. Visual effects | I. The person who controls the play                                         |
| ___ 10. Director      | J. Objects used by actors to enhance performance                            |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

## What are the technical aspects of drama?

**Technical aspects** of drama refer to the mechanical side of drama production when performed on stage. These include the scenery, costume, props, lights, sound effects, visual effects and make up. Read on to find out the eight (8) technical aspects of drama:

1. The **set** or the **setting** is the visual environment in which the play is performed. Its purpose is to suggest time and place and to create the proper mood or atmosphere.
2. **“Lights”** has three (3) functions: a) to illuminate the stage and the performers and 2) to create mood 3) control the focus of the spectators. Stage lighting may be from a direct source such as the sun or the lamp or it may be indirect such as reflected light or general illumination. Audiences usually expect to see actresses and actors to be easily visible at all times.
3. A **costume** is whatever is worn in the performer’s body. Costume designers are concerned primarily with clothing and accessories, but are also responsible for the wigs, the masks and makeup. Costumes convey information about the character and aid in setting the tone or mood of the production.
4. **Mask** is a special element of costume. Although rarely used nowadays, masks were essential in Greek, Roman and African drama. Masks remove the work of the face for expression and communication.
5. **Make up** may also function as a mask especially in Oriental theater where faces may be painted with elaborate colours and images.
6. **Props** are objects handled by the actresses and actors or used in dressing the stage – all objects placed or carried on the set that are not costumes or scenery.
7. **Sound Effects** if required, is now generally recorded during preproduction period.

Although music is still the most common sound effect, wind, rain, thunder and animal noises have always been essential as they give us a realistic effect.

8. **Visual Effects** are artificial special aural and visual simulating fires, explosions, lightning and apparitions and giving illusions of moving or flying objects.



### Activity 2 Do the following tasks. Write your answers on the spaces.

1. The purpose of \_\_\_\_\_ is to suggest time and place.
2. Name the three (3) functions of Lights.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. Name the five (5) responsibilities of a fashion designer:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
4. Name the three (3) kinds of drama wherein masks were essential according to the reading passage.
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
5. \_\_\_\_\_ are objects handled by the actresses and actors or used in dressing the stage.
6. \_\_\_\_\_ is the most common sound effect.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---

Now, you look at the tasks of the director and the stage manager.

### **The Stage Director and the Stage Manager**

A **theatre director** or **stage director** is a director in the theatre field who oversees and orchestrates the mounting of a theatre production – a play for example, by unifying various endeavours and aspects of production. The director's function is to ensure the quality and completeness of a theatre production and lead the members of the creative team into realising their artistic vision.

The role of the **stage manager** is especially important to the director in rehearsals. Here the director and the stage manager work side by side, with the stage manager recording the director's decisions about everything.

Stage managers have several key responsibilities and tasks to perform in each phase of production such as: scheduling and running of rehearsals, communicating the director's wishes to designers and crafts people, coordinating the work of the stage crew, calling cues and possible actresses' and actors entrances during performance, overseeing the entire show each time it is performed. He or she also makes it sure that all rehearsal props and furnishings are available for the actresses and actors.



**Activity 3** Complete the table below by filling in the correct responsibilities for each individual.

| Theatre/Stage Director | Stage Manager |
|------------------------|---------------|
| 1.                     | 1.            |
| 2.                     | 2.            |
| 3.                     | 3.            |
| 4.                     | 4.            |
|                        | 5.            |
|                        | 6.            |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



### Summary

You have come to the end of Lesson 14. In this lesson you learned about the technical aspects of drama. You also learned the tasks of the director and stage manager.

**NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.**

**Practice Exercise: 14**

---

**Read the play below and answer that questions that follow.**

*(The phone rings three times before Marie, who is on the floor reading a book gets up lazily and answers it.)*

MARIE: Hellow! The Wiri's residence. How can I help you?

CALLER: Hellow! Marie, c'est moi.

MARIE: Hellow. Sam Wa, who?

CALLER: Marie, *c'est moi* Paul.

MARIE: Hellow. Sam Wa Pol? Whom do you want to speak with?

CALLER: You, Marie. I am Chloe's brother.

MARIE: Oh, Paul, is that you?

I thought it was a Chinese by the name of Sam Wa Pol. Sorry.

CALLER: That was French. *C'est moi* means it is me.

Chloe said you learnt French in school.

MARIE: Sorry, that was three years ago and nobody speaks the language with me and I have forgotten.

CALLER: That is okay. I just want to let you know that Chloe is on her way to see you. And our mother has made a dress for you for the ball.

MARIE: Really? Oh dear! Thanks a lot. *Merci beaucoup*.

CALLER: *De rien*. She told me to call you to let you know.  
She shall be arriving in the afternoon.

MARIE: Are you learning French also.

CALLER: *Oui, oui, J'ai commencé semain dernier*.

MARIE: Can I practise the language with you over the phone from time to time?

CALLER: *Oui, oui, avec plaisir*.

MARIE: Man, you're good. Thanks and I will call you soon. *Au revoir*.

CALLER: *Au revoir*, Marie.

*(Marie places the phone on the table, stretches her hands up and out and jumps.)*

MARIE: Yipee! A dress for the ball!

*(The book falls/flies out of her hand and lands on a table, pushes a glass of water off and its smashes on the floor.)*

MARIE: Oh dear! Oh dear!

*(She has her hands up on her face in fright.)*

MARIE: Oh dear! What will mother say?

1. How many actors will perform in this particular scene?

---

2. Who are the characters acting in this scene?

---

3. Which people are named in the play but would not take the stage?

---

4. A dialogue is a conversation between two people. A monologue is where only one person is doing the talking. Write the first sentence in the play which has a monologue.

---

5. Notice that there are parts of the play where the script indicates what the actors would do – and that does not require talking. How are these parts indicated in the script?

---

6. What languages are used in the play?

---

7. Name four (4) items that are needed for the scene.

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

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

8. Who is the character who will only be heard without being seen?

---

---

|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.</b> |
|------------------------------------------------------------|

**Answers to Activities****Activity 1**

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

**Activity 2**

1. Set or setting
2.
  - a. to illuminate the stage and the performers
  - b. to create mood
  - c. control the focus of the spectators
3.
  - a. clothing
  - b. accessories
  - c. wigs
  - d. masks
  - e. make up
4.
  - a. Greek
  - b. Roman
  - c. African
5. Props
6. Music

**Activity 3**

| <b>Theatre/Stage Director</b>                                                  | <b>Stage Manager</b>                                                                                  |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1. oversees and orchestrates the mounting of a theatre production              | 1. scheduling and running of rehearsals                                                               |
| 2. unifying various endeavours and aspects of production                       | 2. communicating the director's wishes to designers and crafts people                                 |
| 3. ensure the quality and completeness of a theatre production                 | 3. coordinating the work of the stage crew                                                            |
| 4. lead the members of the creative team into realising their artistic vision. | 4. calling cues and possible actresses' and actors entrances during performance                       |
|                                                                                | 5. overseeing the entire show each time it is performed                                               |
|                                                                                | 6. makes it sure that all rehearsal props and furnishings are available for the actresses and actors. |

## Lesson 15: Story Scripts



Welcome to Lesson 15 of Unit 5. In the previous lesson you learned about the technical aspects of drama. In this lesson you shall learn about story scripts. But first, look at your aims for this lesson.



### Your Aims:

- define a story script
- write a story script

Drama is the performance of a story by actors for an audience. It can be presented on stage, film, TV, or radio, and is often called a **play**.

It is one of the earliest forms of story-telling and dates back to before the times of the ancient Greeks. The person who writes plays is called a **playwright** and the story is known as a **story** or **play script**. For example, William Shakespeare is a famous English playwright whose plays like *Romeo and Juliet* are very popular. In PNG, Nora Vagi Brash is the playwright who wrote the well-known play *Which Way Big Man?*.



Nora Vagi Brash author of *Which Way Big Man?*

### What exactly is a story script?

A story script is a document that outlines every sound, images, appearance, actions, behaviours, and speech required to tell your story. The script has setting, character cues, character lines, and stage directions. A cue is a word or gesture showing that it is an actor's turn to do or say something. The playwright arranges the events that take place in the play using the framework of a story. This pattern of events is known as the **plot**.

Before you read on do Activity 1 below. It should take you 5 minutes to complete it.



**Activity 1** For each description, indicate whether it applies to the story script or drama.

| No. | Script or drama | Description                                        |
|-----|-----------------|----------------------------------------------------|
| 1.  |                 | This has to be completed before it is performed.   |
| 2.  |                 | This is completed by a playwright.                 |
| 3.  |                 | What the actors/actresses perform as a stage play. |
| 4.  |                 | This involves a lot of writing.                    |

|    |  |                                                               |
|----|--|---------------------------------------------------------------|
| 5. |  | This involves reading, speaking and acting.                   |
| 6. |  | This directs the actors/actresses on what and what not to do. |
| 7. |  | This can be done by one person.                               |
| 8. |  | Usually needs a team to do this.                              |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of this lesson.

### How to set out a story script?

First, you must take note of the features of the layout of a play script below.

1. **Title**

You must always write a title.

2. **Scene**

Write a short description of where and when the scene is set.

3. **Characters**

Say which characters are in the scene at the start. You should give any information that your audience need to know about them but keep it brief. This might be their age, occupation or relationship with another character.

For example:           JEAN, aged 24  
                               ELIZABETH, aged 55, mother of Jean  
                               BILL, a plumber

4. Any character who comes into the scene after the start of it should be introduced by '**Enter**' like in the example below. Use '**Exit**' if the character leaves. The name of the character who is speaking should be written at the left-hand side of the page in the margin. It is a good idea to print it in capitals. Then write a colon (:).

For example:           (**Exits Mary.**)

5. **Stage directions**

Write a short description of how and where you want the characters to act. It should be written in brackets.

Now, study an example of a story script in the following activity. Look at it carefully and take note of its special layout.



## Activity 2 Fill in the table with information based on the story script below.

### The Bully

Scene: A school playground  
 Characters: Jim, a Grade 9 student  
 Eddie, a Grade 10 student

*(Jim is looking through his bag. Eddie comes up and pushes him.)*

JIM: *(Angrily)* What do you think you're doing?

EDDIE: Oh, sorry, did I hurt you? I was just wondering what you had in that bag.

JIM: What's it to do with you?

EDDIE: I forgot my lunch money today. And I'm hungry.

*(EDDIE grabs JIM's lunch and runs off.)*

Hey you, come back!

*(Enter the janitor)*

JANITOR: What's wrong, son?

| Feature                                  | Information from the Story Script |
|------------------------------------------|-----------------------------------|
| 1. Title                                 |                                   |
| 2. Scene                                 |                                   |
| 3. Characters                            |                                   |
| 4. Enter:                                |                                   |
| Exit:                                    |                                   |
| 5. Stage Directions<br><i>(Copy one)</i> |                                   |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of this lesson.



## Summary

You have come to the end of Lesson 15. In this lesson you learned about story scripts. You have also learned how to set a story script.

---

**NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.**

**Practice Exercise: 15**

Create your own ending for the play “The Bully” by writing a short story script to continue the one below. Use the features and follow the layout of a story script in writing your own. Write your answer on the spaces provided.

**The Bully**

Scene: A school playground  
Characters: Jim, a Grade 9 student  
Eddie, a Grade 10 student

*(Jim is looking through his bag. Eddie comes up and pushes him.)*

JIM: *(Angrily)* What do you think you’re doing?

EDDIE: Oh, sorry, did I hurt you? I was just wondering what you had in that bag.

JIM: What’s it to do with you?

EDDIE: I forgot my lunch money today. And I’m hungry.

*(EDDIE grabs JIM’s lunch and runs off.)*

Hey you, come back!

*(Enter the janitor)*

JANITOR: What’s wrong, son?

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[illegible]

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

## Answers to Activities

## Activity 1

- |    |              |    |              |
|----|--------------|----|--------------|
| 1. | Story Script | 6. | Drama        |
| 2. | Story Script | 7. | Story Script |
| 3. | Story Script | 8. | Drama        |
| 4. | Story Script |    |              |
| 5. | Drama        |    |              |

**Activity 2**

| <b>Feature</b>                    | <b>Information from the Story Script</b>       |
|-----------------------------------|------------------------------------------------|
| 1. Title                          | The Bully                                      |
| 2. Scene                          | A school playground                            |
| 3. Characters                     | Jim, Grade 9 and Eddie, Grade 10               |
| 4. Enter:                         | The Janitor                                    |
| Exit:                             | None                                           |
| 5. Stage Directions<br>(Copy one) | <i>(EDDIE grabs JIM's lunch and runs off.)</i> |

## ANSWERS TO PRACTICE EXERCISES IN TOPIC 3

---

### Practice Exercise 11

1. Three
  2. Jim lost communication with Amanda.
  3. Write letters and bought a ticket to go Amanda's village.
  4. No. Jim was in the process to get in touch with Amanda.
  5. First person
  6. Jim
  7. Romance
  8. Yes. He is in love. (No. Maybe Amanda is not interested in him anymore.)
- 

### Practice Exercise 12

#### A.

1. A 12-year-old Maori school girl
2. She died.
3. Taiaha
4. Germany
5. Paikea
6. Dehydration
7. Paikea
8. When the whale was in deeper waters.
9. Puts his necklace around the girl's neck.
10. Happy. The grandfather recognises Paikea as the new leader.
11. Paikea, grandfather, father, grandmother, uncle, aunt, relatives, school mates
12. Kahu Paikea Apirana, 12, daughter of Maori chief, New Zealand, Maori
13. a. Paikea, the girl, cannot be a Maori leader because she is a girl.  
b. Paikea's father does not want to marry a Maori and befriend a European.
14. Not really. The incident of the whales and necklace showed that she was the chosen one.
15. Paikea's grandfather, the chief.
16. a. Paikea's father befriend a European woman  
b. Paikea (a girl) becomes the chosen one/ a chosen leader

**Practice Exercise 13**

1. Do not always judge a person by their actions.
  2. A Hair Salon
  3. Brother
  4. Two chairs, hair brush and comb, book, magazine, mobile phone, dark glasses, towel
  5. A play performed on stage
- 

**Practice Exercise 14**

1. Two
  2. Marie and Paul (the caller)
  3. Chloe and Mother
  4. Yipee! A dress for the ball!
  5. Indicated in brackets
  6. English and French
  7. a. Phone                      c. Table  
b. Books                      d. Glass of water
  8. Caller/Paul
- 

**Practice Exercise 15**

(This is just an example for you to compare with your own story script.)

**The Bully**

Scene:                      A school playground  
Characters:              Jim, a Grade 9 student  
                                 Eddie, a Grade 10 student

*(Jim is looking through his bag. Eddie comes up and pushes him.)*

JIM:                      *(Angrily)* What do you think you're doing?

EDDIE:                      Oh, sorry, did I hurt you? I was just wondering what you had in that bag.

JIM:                      What's it to do with you?

EDDIE:                      I forgot my lunch money today. And I'm hungry.

*(EDDIE grabs JIM's lunch and runs off.)*

Hey you, come back!

*(Enter the janitor)*

JANITOR: What's wrong, son?

*(Through his tears, Jim pointed at the running boy.)*

JANITOR: Hey Eddie! Come back here!

*(Eddie halted and turned around in shock. He dropped Jim's lunch on the nearest bench and runs off towards the school gate.)*

JIM: *(Turning happily to the Janitor)* Thank you!

JANITOR: Don't mention it. And from now on, Eddie will not bother you anymore.

JIM: Why?

JANITOR: You see, he's my son and since his mother died, he started acting this way. So I think it will be better to take him back to the village to be with his *bubus* until he can cope with the loss of his mom. So, I would like to apologize for his behaviour and goodbye.

JIM: Goodbye.

*(Jim sadly watched the bent figure of the Janitor as he slowly walked towards the school gate.)*

**THE END**

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|                       |
|-----------------------|
| <b>END OF TOPIC 3</b> |
|-----------------------|

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|                                                                  |
|------------------------------------------------------------------|
| <b>NOW DO EXERCISE 3 IN ASSIGNMENT 5. THEN GO ON TO TOPIC 4.</b> |
|------------------------------------------------------------------|

## **TOPIC 4**

### **WRITING**

**In this Topic, you will learn about:**

- **Narrative writing.**
- **Time order.**
- **Elements of creative writing.**
- **Story outline.**

## TOPIC 4: WRITING

---

This is the final topic of this course book. The activities provided will guide you to write stories in many ways.

**Lesson 16** will be about **narrative writing**.

In **Lesson 17**, you will learn about an important tool in telling stories, the **time order**.

**Lesson 18** is all about **creative writing**. You will learn how to write a story in a creative way.



The last lesson, **Lesson 19**, will guide you on how to make use of a **story outline** in creating your story.

All these lessons will ensure your successful story writing. Study hard and enjoy your learning!

We wish you all the best in your studies!

## Lesson 16: Narrative Writing

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Welcome to Lesson 16 of Unit 5. In this lesson you shall learn about Narrative Writing. But first, let us look at our aims for this lesson.



### Your Aims:

- define narrative writing
- identify steps in narrative writing
- write a narrative story

---

Good narrative writing tries to capture and hold the interest of the reader. It is important that you move into action as much as possible in your narrative writing. The story can be told in first-person or third-person and dialogues can also be used. If there is more than one character in the story, they must be described.

The narrative story should always include:

- where
- when
- why certain events took place
- how
- why

### Main Steps in Writing Narrative Story

1. Write all points in brief notes, sketches and brief description about the location where an incident occurred, the people involved, the time it occurred, what happened and why it happened.
2. Write rough draft about the incident. State what happened first. What followed after that, and so on. Some parts may be more detailed than others.
3. Edit the word and make corrections of spelling mistakes and grammar. Rearrange parts to make the story flow. Add in more details if necessary.
4. Rewrite everything neatly for a final draft.

You will read several narrative stories by doing the following activity.



**Activity 1: Read the narrative story and answer the questions that follow. The story was written in 2009 by a PNG teacher in Nauru.**

### **Tsunami Scare**

It was 11am on Thursday, October 8, 2009, when the tsunami call came in and everybody ran for higher ground. Word came that a volcano on an island in Vanuatu had erupted and a tsunami was likely to occur.

Just more than a week ago, on September 29, an 8.1 magnitude earthquake caused a lot of damage and 189 people were killed in Samoa and Tonga.

The Nauru government cancelled classes and told workers to stop operations. Heads of schools were to move their students to higher ground at Topside or at Buada, inland.

Len heard the calls and as he came down the stairs, a group of girls and Mrs Ober, a Grade 8 teacher, were moving away from the canteen.



Picture of a spot in Lalomanu, Samoa, after the September 29, 2009, tsunami.

“Mr, Mr. There is a tsunami call.

Quickly we have to get up to Topside!” Fideli, the fastest girl in the school, said in her typical high-pitched voice.

As Len went up the stairs to lock his room he heard a cheeky boy shout: “Tsunami! Tsunami!” and rushed out of the school.

“Ey. Ke auwe (Why did you do that)? Mr. Ober tried to shut down the silliness of the boy.

Len joined Mrs. Ober and another teacher, Mrs. Phillips, and the three followed the students who were hurrying past the shops and houses at Location for the road up to the Nauru Phosphate Company (NPC) area, on higher ground.

When they arrived at the top of the ascent, about 40m above sea level, Len looked out to the sea below, towards the south. It looked beautiful, but then that was where the deadly waves could come from.

They went beyond the old NPC residential quarters and up the back road to Buada. Two girls tried climbing the water storage tanks, which were about 20m off the ground.

Len called out: “Hey, what are you two doing up there?”

Mrs. Ober joined in: “Ey, Ke auwe?” And the two girls climbed down.

“These children could be injured doing silly things.” Len said.

“Yes, they still do not understand.” Mrs. Phillips agreed.

“Last year when a similar call was made, students at Yaren Elementary School ran across the airport in all sorts of manners,” Mrs. Phillips, who taught at the school last year, said.

“We were told to move the students, by class, across the airport for higher ground and there was this group of students that just ran past us in no formation.

“I called one of them asking who told them to run and the boy in front of the group called back: ‘Our teacher told us to.’

“It was not long before the students from other classes who were walking in formation broke ranks and joined the boys to run across the airport.

“Some of the small ones were crying. It was fortunate no one was seriously injured.” Mrs Phillips said.

Len said: “It is the same in PNG. Our leaders have yet to set out clear rules for emergencies to prevent unnecessary injuries. When an earthquake occurs people do not know what to do. It may be possible that the leaders may also not know what to do.”

After the tsunami alert call was called off at 2 pm by the government officials, Len walked up the hill, out of Buada. He did not want to wait for the buses.

As he started up the climb, a construction company’s ute stopped beside him.

“You going back to Meneng?” a woman driver dressed in overalls asked.

“No, I am going to Denig.”

“Hop in. I will drop you off.”

Len got in and she drove off. She said she was working for a company and had brought up stuff for a customer and was returning to Aiwo.

“People are co-operative at times like this,” Len commented.

1. When did the tsunami call come?  
\_\_\_\_\_
2. Where did a volcano erupt?  
\_\_\_\_\_
3. How many people died in Samoa and Tonga as a result of a tsunami in September, 2009?  
\_\_\_\_\_
4. Where were the students from the schools instructed to move to?  
\_\_\_\_\_
5. Who told Mr. Dan that there was a tsunami call?  
\_\_\_\_\_

6. Name two (2) teachers who were there when Mr. Dan heard about the call from a student.

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

7. Describe how the sea looked from higher ground that day.

\_\_\_\_\_

8. What did the two girls try to do and were instructed not to?

\_\_\_\_\_

9. Why is it important to have rules for emergencies?

\_\_\_\_\_

10. When was the tsunami alert called off?

\_\_\_\_\_

**B. Read the narrative then answer the questions that follow.**

**Our Dog Was a Friend**

In the four decades of living, I personally owned one dog. I named her India. She passed away in 2003.

But our family always had dogs.

The first dog we had was a German shepherd. My parents named him Rocky.

Rocky was a very intelligent dog.

We got him a few days after he was born. That was in 1974, one year before Independence

Day. My father was a lecturer at the college in Mt Hagen, Western Highlands.

In that year, a cousin came from the village to study at the college. He mixed some soup with chilli and some other stuff and gave it to Rocky when he was only a few weeks old.

Rocky was always aggressive, but very intelligent.

He had this extra sense that could tell if a visitor was a friend or a person approaching our house with a bad intent.

When Rocky was about a year old, it was the most powerful dog on campus.



Rocky, the German Shepherd.

He could go from one end of the campus to another and fight a pack of dogs and walk away the winner.

At times, he caused some problems for Dad. If there was a trouble maker on campus, Rocky could chase him, tear up the legs of his trousers and pin him to the ground without letting him go.

Nobody could pull him off a man or dog that he attacked. Everybody, that is, except Dad.

Before Dad, Rocky was not the king. He was a kid.

You see, as soon as Dad approached him and spoke to him in the same stern voice we were used to, Rocky's ears and tail fell down in submission.

One night in 1976, Dad was unhappy about an incident that Rocky was involved in. (By then we had moved to the principal's residence on the top of the hill overlooking the campus. Dad was promoted to be the principal of the college).

Dad chained him to the garage where he lived and that night all was quiet.

After dinner, Dad, Stan (8), Len (myself, 6), Doreen (5) and James (3) went to the garage. Stan had Rocky's plate of food.

"Don't give him the food yet," Dad said.

Dad took out the belt from his trousers, took Rocky by his forelegs and started belting him on his rump – in the same way that he would belt us, the children.

Rocky did not howl, he just whimpered and tears ran down his face.

We, the four of us, also sobbed with tears running down our cheeks.

You see, Rocky was like a brother to us. He was a friend and protector.

Even though he did not listen to us all the time, he loved us and we loved him.

In 1978, when we left the highlands to go to the coast, we took him with us. But that is another story.

1. List down all the descriptive words that the writer used in describing Rocky.

For example: He was very intelligent.

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2. Identify the year for each of the following incidents.

\_\_\_\_\_ a. The dog was born and named.

\_\_\_\_\_ b. Year of Independence

\_\_\_\_\_ c. Dad was a lecturer

\_\_\_\_\_ d. Dad was the principal

\_\_\_\_\_ e. Took Rocky to the coast

3. Complete details about the writer and his relatives in 1979.

|    | Name   | Gender | Age   |
|----|--------|--------|-------|
| a. | Stan   | Male   | 11    |
| b. | Len    | _____  | _____ |
| c. | Doreen | _____  | _____ |
| d. | James  | _____  | _____ |
| e. | Rocky  | _____  | _____ |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of this lesson.



### Summary

You have come to the end of Lesson 16. In this lesson you learned about narrative writing. You have read an example and identified descriptive words used in a narrative writing. Now, you are ready to write one in the following practice exercise.

---

|                                                      |
|------------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.</b> |
|------------------------------------------------------|

**Practice Exercise: 16**

---

**A. Read the story to answer the questions that follow.****Captain Tells About Sinking Of Ship**

Moments after the first wave struck the passenger ferry MV Rabaul Queen, the ship lost steering and power leaving it helpless, a Commission of Inquiry into its sinking was told.

Capt. Anthony Tsiau, giving evidence to the inquiry in Kokopo last week, said the wind had picked up to between 20 knots and 30 knots – nine nautical miles (16km) off the coast of Finschhafen, Morobe, on February 2 – and he had taken manual control of the ship.

“So while I was steering, at about 6:15am in the morning, this wave hit us on our starboard side.

“And then the ship listed to port. It went to port side, and then I tried to steer the ship to get it back, but it cannot. It lost steers, but I was still trying to get to steer the ship.

“Then the ship swung to starboard – towards the starboard side and then the next wave came and hit us and then capsized.”

Tsiau, who has captained the MV Rabaul Queen for 12 years, said: “So when the ship capsized, I was inside it and then I floated up, and then there was an air pocket inside the wheelhouse.

“From there, I ... I tried to swim out, there was a light ... then that light guided me out through the promenade and then come to the surface.”

Tsiau managed to get to a life raft, lashed it to another and then helped others in the water to climb into it. He could hear a lot of shouting with people calling for help.

Evidence to the inquiry has indicated that about 220 people perished, and possibly more than 250, according to witnesses.

1. \_\_\_\_\_ Date when the ship was travelling by Morobe.
2. \_\_\_\_\_ Time when the captain was steering ship.
3. \_\_\_\_\_ Number of years of Tsiau as captain of the ship.
4. \_\_\_\_\_ Number of people who died according to evidence.
5. \_\_\_\_\_ Number of people who died according to witnesses.
6. \_\_\_\_\_ How far was the ship from the coast when it sank.

**B. Write a story about the three boys who went swimming. One of them nearly drowned. First describe the three characters by answering the questions or filling up the information.**

1. Tim ... the eldest and knows how to swim. Age is \_\_\_\_\_.
2. Soba is a follower but is not a confident swimmer. Age is \_\_\_\_\_.
3. King is the youngest and does not know how to swim well. Age is \_\_\_\_\_.
4. Where exactly did they go? \_\_\_\_\_
5. At what time of the day did they go? \_\_\_\_\_
6. What did they bring with them? \_\_\_\_\_
7. Who nearly drowned? \_\_\_\_\_
8. How did that happen? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Who saved him? \_\_\_\_\_
10. How was he saved? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Now write your story. Your story must have the same details that you wrote for the questions above. Feel free to add other information.**

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[illegible]

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

**Answers to Activities****Activity 1****A.**

1. 11 am on Thursday, Oct 8, 2009
2. On an island in Vanuatu
3. 189
4. To higher ground
5. Fideli
6. a. Mrs. Ober    b. Mrs. Phillips
7. Beautiful and calm
8. Location
9. To prevent unnecessary injuries
10. At 2pm

**B.**

1. German shepherd, powerful, brother, friend, protector, brother
2.
  - a. 1974
  - b. 1975
  - c. 1974
  - d. 1976
  - e. 1978
3. 

|    |        |        |   |
|----|--------|--------|---|
| b. | Len    | Male   | 9 |
| c. | Doreen | Female | 8 |
| d. | James  | Male   | 6 |
| e. | Rocky  | Male   | 5 |

## Lesson 17: Time Order



Welcome to Lesson 17 of Unit 5. In Lesson 16, you learned about narrative writing. In this lesson, you will focus on the time order used in narrative writing.



### Your Aims:

- define time order
- identify the transition words used in narrative writing
- organise events in correct time order
- use appropriate transition words and verbs to write a narrative paragraph

### What is time order?

Narratives are written in time order. This means that the events in the narratives were told according to the order in which they happen. Transition words, or sometimes called time-order words, are used to show the time order in narratives. Below are some commonly used time-order words.

|        |         |             |           |       |
|--------|---------|-------------|-----------|-------|
| after  | finally | immediately | while     | soon  |
| always | first   | sometimes   | following | last  |
| now    | then    | before      | later     | until |
|        |         | suddenly    | meanwhile |       |



**Activity 1** Write a narrative paragraph using the group of events below. Organise the events in correct time order then add time-order words to connect the sentences together.

1. She added fertiliser.

She marked neat, straight rows and planted corn and tomato seedlings.

Elizabeth dug and raked the ground until it was smooth.

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2. I aimed my camera and focused carefully.

The bird of paradise flew off.

I snapped the picture.

I moved as close to the bird of paradise as I dared.

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Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

Now, you will look at how to use vivid verbs.

### Using Vivid Verbs

To make the action in your narrative convincing, use clear, specific verbs to create interesting and realistic images for your readers.

Study the examples below. Compare the images created by the bolded verb in each sentence.

Example: Regina **walked** into the room.

Regina **strode** into the room.

The first sentence gives the reader the image of Regina's action, which is simply **walking** into the room. However, with the use of a clear and specific verb like **strode**, the reader was given an image of not only the action but also the manner in which Regina walked into the room.



**Activity 2:** Replace the verbs in brackets with more vivid verbs from the list below. You may use your dictionary or the glossary of this book to look up the meaning of the verbs. Write your answers in the spaces provided.

|         |           |            |          |
|---------|-----------|------------|----------|
| tore    | basked    | discovered | enjoyed  |
| tramped | chattered | refreshed  | sprawled |

The hike up the Kokoda trail \_\_\_\_\_ (1. helped) us all. On the trail, we \_\_\_\_\_ (2. walked) along and \_\_\_\_\_ (3. talked) among ourselves. Near the top we \_\_\_\_\_ (4. found) a clearing where we \_\_\_\_\_ (5. got) our lunches open and \_\_\_\_\_ (6. had) a picnic. Then we \_\_\_\_\_ (7. sat) on the soft grass and \_\_\_\_\_ (8. stayed) in the warm sunshine.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.



## Summary

You have come to the end of Lesson 17. In this lesson you learned about the transition words to show the time order of narratives. You also used clear and specific verbs to create an interesting and realistic narrative.

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**NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.**

**Practice Exercise: 17**

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**A. Underline the transition or time-order words used in the narrative below.**

Last year my cousin Belik and I learned something about boating.

One hot evening we went out in our family's rubber boat. After floating along the shore for a while, we tried to turn back but the current was very strong. With our weight in it, the boat refused to move forward. It just went around in circles. Finally I jumped overboard and pushed while Belik paddled.

That experience taught us to watch the current and be sure we could handle the boat.

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**B. Write a narrative paragraph using the sentences below. First choose a sentence that introduces the narrative. Then arrange the detail sentences in time order.**

1. In China, Marco Polo learned the Chinese language.
2. The book he wrote about his travels made him famous.
3. The Polos travelled first to China.
4. He spent the next seventeen years of his life traveling around China and keeping notes of what he saw.
5. With his father and brother, Marco left his home in Venice.
6. Marco Polo was just seventeen when he began his travels.
7. When Marco was forty-one, he returned to Venice.

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|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.</b> |
|------------------------------------------------------------|

### Answers to Activities

#### Activity 1

1. **First**, Elizabeth dug and raked the ground until it was smooth. **Then** she marked neat, straight rows and planted corn and tomato seedlings.
2. I moved as close to the bird of paradise as I dared. **After that**, I aimed my camera and focused carefully. **Then** I immediately snapped the picture. **Suddenly**, the bird of paradise flew off.

#### Activity 2

1. refreshed
2. tramped
3. chattered
4. discovered
5. tore
6. enjoyed
7. sprawled
8. basked

## Lesson 18: Creative Writing

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Welcome to Lesson 18 of Unit 5. In this lesson you will learn about a type of writing known as creative writing. You will learn specifically about a story, which is one form of creative writing, as well as identify parts of a story. You will also be taught on how to write a creative story.



### Your Aims:

- define creative writing
  - identify the elements of a short story
  - write a creative story
- 

### What is creative writing?

The word creative can be defined in many ways. The following are just some of the definitions: “The ability to create; imaginative; productive; characterised by expressiveness and originality”. The author creates events, scenes and characters, sometimes even a world. For the purposes of this lesson, creative writing will be referred to as any writing that expresses events and emotions in an imaginative manner and whose main purpose is to arouse emotions.

Creative writing can be either fiction or non-fiction. Fiction refers to writing that is based on one’s imagination, while non-fiction, is writing that is based on facts and events. What is common about fiction and non-fiction writing is the creativity the writer uses to express his or her thoughts and emotions. The following examples show that, to some extent, all writing is creative, since it always involves *re-creation*, which involves the writer selecting some parts, imagined or real, and the leaving out others. For example, consider a little boy’s excited announcement to his grandmother about a new puppy:

“He’s got big ears, Nanna, jus’ like mine ... and he cries and cries .... Mummy gived him a sausage and he ate it so fast he’s gonna grow into a giant...he’s the bestest puppy I ever had, Nanna.”

Human beings are natural story tellers, and like all story tellers, this little boy takes some parts of his experience that are meaningful to him, expands on that experience to make it more exciting and unique, and conveys it in language that both conveys information and feeling. He also expects a particular kind of response (“Oh, how sweet” ... “That’s so exciting” ... “I am so happy for you”), and communicates in ways that are most likely to bring this about.

Now consider part of a letter written by the boy’s sister:

“Did I tell you that our dog, Jacko, died last week? Brian was really sad, so dad bought him a puppy yesterday, and he couldn’t care less about Jacko any more. Little brat. I had to beg for months to get Jacko, but Brian gets a puppy just by crying. It’s whiney and ugly, anyway.”

Notice this person has a different purpose. She selects different information, and expresses her own emotional perspective, to create a different story out of the same events. Both examples illustrate the selective, creative aspect of communication. They are about reality, which means that to some extent, they *re-create* the reality they are trying to represent. No two representations or stories will ever be exactly the same, and are usually quite different. All writing focuses on one thing, and reduces emphasis on another; and in doing so it presents information or a message in ways that reflect the writer's purpose, meaning and priorities. As such, creative writing is anything where the purpose is to express thoughts, feelings and emotions rather than to simply convey information.

Here in this lesson, you will be focusing more on creative fiction or short story, but poetry, (auto) biography and creative non-fiction are all other forms of creative writing.



**Activity 1** Answer the following questions about creative writing to test your understanding of it.

1. What is creative writing? Explain in your own words.

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2. In your own words briefly explain the two (2) categories of creative writing

a. 

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b. 

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3. "to some extent, all writing is creative, since it always involves *re-creation*..."  
What does this statement mean?

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4. In order to write a creative story, how do we select information for the story?

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5. What is the main purpose of creative writing?

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Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

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Now, you will look at the basic elements of a story.

### The Basic Elements of a Story

The short story is a popular way of telling a story. When we tell others stories about our experiences we are really telling them a short story. Short stories can be told or read within one sitting or within a short space of time. Short stories are made up of the following main elements:

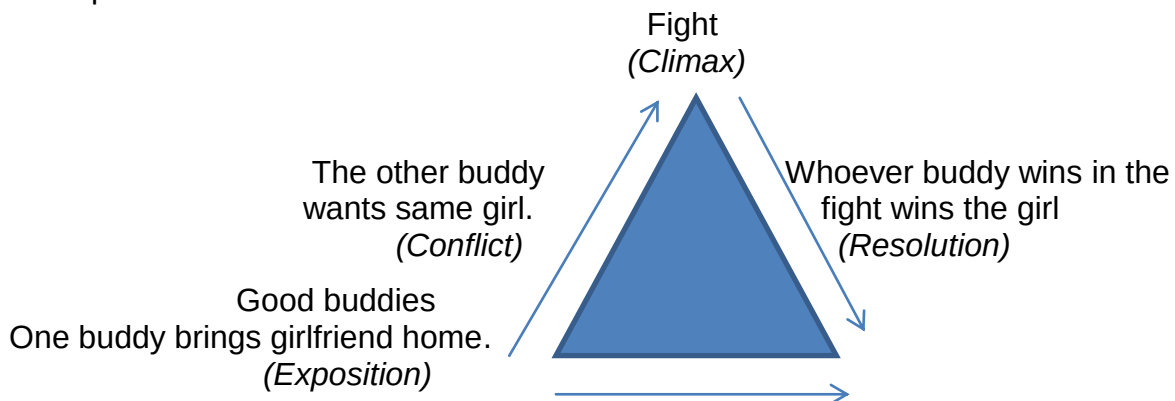
1. **Characters** – these are the people or animals mentioned in the story. A short story does not usually have many characters. The two most common characters are:
  - The protagonist – the main character in the story.
  - The antagonist – the character that opposes the protagonist.
2. **Setting and atmosphere** – This is where the story takes place. Here the setting means the actual place or location where the story took place; the time or period in which the story happened, and the mood of the story. Short stories usually happen in one place at a particular time
3. **Conflict** – this is the problem in the story that has to be told. The conflict contains the inner or underlying meaning or dominating idea in the story, which drives the main character to do what he/she does. Every story has a theme but most times it is not obvious.
4. **Plot** – this is the actual story told in the narrative or the one main action in the story which solves the problem. This action is often the most important and exciting event of climax of the story. Here the structure is important because it contributes to tension or interest of the story so that we continue reading.

A short story may be structured as follows:

- **Exposition** – setting forth or the beginning of the story.
- **Conflict** – complication or problem that moves to a climax or a serious difference of opinions or wishes. It is the life blood of the story flowing through it and giving it energy. (In other words, the conflict propels the events and raises the issue that must be resolved).

- **Climax** – the highest point of the story
- **Resolution** – ‘unknotting’ or the outcome of the conflict.

Example:



**Activity 2** Read the short story titled “The Mystery Lady” by Joe Kanekane and do the activity that follows.

### The Mystery Lady

As a young teacher, my first priority was to get to a school that has access to roads. It also had to be a catholic school. I was a devoted catholic as well as a rugby league enthusiast. With a road it would be easy to travel to Mt. Hagen to play. With a parish it would be easy to practise and reinforce my Catholic faith. I got my wish that Christmas. The mail had my name at a Catholic high school. The school also had a parish. There was a road to Mt. Hagen, too. I could not be happier. I looked forward to this posting. I wanted to start my teaching career and the new school was the ideal location to do that.

My house was twenty metres away from the **high** school. There was also a convent for the sisters of the Order of St. Julie. The Parish priest lived a few metres away from where I was. I fell in love with the place as soon as I moved there. I made a mental note that I would stay there as long as I could. I was given a Grade 4 class. This was a middle grade. The Headmistress knew I would have problems with the other grades as a new graduate. I thanked her for her wisdom. Everything seemed perfect. I played for a team in town. Because I lived far away, I had to train on my own.

Six months later I had a rather strange development in my house. I had gone to town to play after the morning service. Exhausted, tired and hungry I walked into the house. I was surprised to see that the table had food prepared nicely. My laundry was done. Bed was made. The dishes were also done. The house was tidier than what it was in the morning. I knew it had to be one of my pupils who volunteered to do my cooking for a few pocket money. When I asked none of them said that they were there on Sunday. I was puzzled. Someone was there. How could they have access to the door? I had a dead lock. Who would want to do a thing like that? I openly showed young women who were interested in a relationship with me that I was focused on my teaching. I did not want to be tangled up in petty romance. My career was important and many of the girls understood that.

The following Sunday the same thing happened. Thoughts of fear started bombarding me. Could it be possible that a ghost was playing games with me? It was possible. Perhaps a frustrated dead relative wanted revenge on me? Were my pupils telling the truth or were they just playful? Perhaps one of the wives of the teachers was being

kind to me by doing the daily chores and did not want me to thank her. I discounted the latter thoughts. Whoever it was, was a damn good cook and knew a great deal about cleanliness. The food was excellent. And the cleaning around the house was very neat. Neither my pupils nor the wives of the teachers would do that. The only clue I had was a very strong perfume. It was similar to the oil of Ulan. I figured that it had to be a woman. Perhaps it was a deodorant that was used to spray on dead people? The same thing happened again on the third week. This time I took it calmly. Someone was secretly trying to impress me or rather was playing at my back. I tried naming the girls who would be capable, but none of them fitted. Not even the high school girls. Or the young female teachers that taught there. Like me they were graduates and were committed to their job.

Three months later I was invited to a dinner with the nuns and the parish priest there. There were also some female teachers from the high school and some of my male colleagues. There were fewer men there. About six of us. The rest were females including the nuns. While queuing up to eat, something caught my attention. A familiar smell. It was the same smell that was in my house. The same deodorant or perfume. But who was it that was wearing that perfume. There were more than a dozen women including the nuns. It had to be one of the women there. I tried in vain to sniff the ones that were nearest to me. All evening I lost my appetite. I was preoccupied with trying to find out who it was that cleaned my house that I ate half a plate.

I went home that night with a satisfactory mood. It had to be one of the twelve women. Almost half of the teachers were married. The two graduate teachers did not seem to be interested in me. The other one Susan was quite a character. I detested her approach towards me. She would always try to create situations that would embarrass me. Perhaps she was trying to find out about me. What if she was? If she did, she would not have the guts to do that to me. That left me with the three young novitiate nuns. Sister Mary, Maria and Theresa. All of them were pretty gorgeous. Secretly I admired Sister Mary. Although we did not talk with each other, we saw each other and never said a word. Not even a greeting. Whenever I saw her my heart always leaped. One of the things I liked about her was her eyes. It was very luring. But she had a vocation to be a nun. I was a devoted Catholic and I respected her. She was very intelligent and worked as a nursing sister at the Catholic hospital in town. Sister Mary was also a talented sports girl. Added to that, she was very popular among the community and very pretty indeed.

I respected the three nuns. Besides, the novice's mistress was always on their toes. There was never a moment when they were out of her sight. Besides, why would I ever want to start a relationship with a nun? I could not offend my Catholic faith. Most of the time she was away in town at the catholic hospital. And there was no chance of her being in my house. I ruled out the possibility of the nuns. It had to be one of the female teachers. We would play jokes with each other. Tease each other and have a meal together. It had to be either Roseanne or Sue. She was quiet and would be serious in her discussion sometimes. But she seemed to be an intelligent girl. I waited patiently for her to make a move. But the visiting went home. Roseanne and Sue were frank with me. Why would they engage themselves in such games? If they were interested they would walk straight into my house.

Frustrated at the lack of progress, I decided to leave a young boy behind to see who it was that was visiting my place. When I came back from the games the lad told me that there was a young man who visited the house. And, when he saw that he was inside he walked away. He had no time to talk to him. And he had a key to my house. My curiosity was getting nowhere. There was no progress with the teachers or the nuns. They went about their work and my suspicion died out. The mystery person

continuously visited my house. I got so upset that I wanted to change the locks. But that would take some time. The carpenter was always busy.

One Friday afternoon I received a mail that invited me for a seminar at the Hagen Park Hotel. I was to ring a person called Nancy to confirm my attendance. I did as I was asked. A week later I went to the hotel. There was no seminar. All I saw was a handful of people sipping their drinks silently and watching rugby on TV. I saw a young man at the corner alone by himself. Frustrated at being conned I headed for the door. I smiled at the young man and walked out. At the gate I recalled. The face of the young man was familiar. I had seen it somewhere. I rushed back to the bar but there was no sign of the man. He had disappeared. A week later I received a gift. It was a rugby boot. I had wanted it very badly and whoever it was knew that. Besides, it was my birthday. We were in the finals and my old boot was starting to wear out.

The mysterious person did not stop. I would receive gifts, Greeting cards and letters. They were all mailed in Hagen. The mysterious person obviously knew a great deal about me. This had to be someone close to me. One day I wrote a frustrating note and left. I told whoever it was that I wanted to be left alone. The rat and cat game was getting nowhere. But the mail kept coming. So did the presents. I took the presents for granted. There was no point in receiving presents from strangers.

It was two weeks to go before the Christmas holidays. All year, the cat and rat game was getting more frustrating. I decided to go into town that Sunday to visit a friend. I came back within the hour to pick up something I had left behind. I ran to the back door. My house had two doors. The one nearest to the road is the back door. As I approached it I saw that it had a jogging shoe mark on the concrete. A familiar one similar to the one I had. I walked quietly, pushed the door and ran in. Alas in front of me was the young man I had seen at the Hagen Park Hotel three months back.

“Look whoever you are, I want you to leave! I am having a very difficult time with a mysterious person so do not let me loose that temper on you.”

He did not respond. I looked at him but he looked away. I rushed to him to grab the shirt when I felt a lump of muscle around the chest area. The thick shirt had covered it well. While we struggled, the sunglasses and the hat he wore fell down. So did his hair. I looked at her and she looked at me.

“My God, Sister Mary! What in God’s name are you doing here?” I cried.

*Savannah flames, Volume 3 No. 1 April 1999.*

**Now that you have read “The Mystery Lady” complete the table below by identifying the elements of the story and filling them in the table.**

| The Mystery Lady<br>By Joe Kanekane |  |
|-------------------------------------|--|
| 1. Character(s)                     |  |
| 2. Setting                          |  |

|                  |  |
|------------------|--|
|                  |  |
| 3. Conflict      |  |
| 4. Action/Climax |  |
| 5. Resolution    |  |

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

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### **How to write a short story**

Writers often write good stories by using their experiences together with their imagination. They often use characters in their stories that are based on real-life people, or sometimes a combination of several different people that they know. The settings they use are also based on places they know very well. While the plot they create comes from their own experiences or from other people or sources, such as a friend's experience or something they read in the newspaper. Professional writers don't just start from the first paragraph through to the last, so don't think you can! A lot of planning goes into writing the story. We need to plan the characters, setting, plot, scenes, dialogue, conflict as well as theme.

Look at the following steps to help you write your own story:

1. Think of an idea for your story. A good place to start is an event you witnessed or experienced. You can change it or add to it, bearing in mind that what you are writing is fiction. You may ask yourself questions about the idea, such as what, where, when, who, why and how?
2. Come up with a theme for your story. Think about the issues that could come from your story.
3. Make an outline of the plot – do an outline of the action, conflict, climax, and outcome of the story. Think of cause and effect. The events must lead on from each other like a chain, e.g. we are introduced to a character and the problem that the character must deal with. Then we see how the character solves the problem.

4. Identify your points of view. Decide whether you will be writing from the first or the third person point of view. Example, I walked as fast as I could (1<sup>st</sup> person) or David walked as fast as he could (3<sup>rd</sup> person).
5. Choose your characters. Think of the people you know and their characteristics. Make sure you give your character habits, likes, dislikes, actions, an appearance, way of speaking, and many more. Show what your character is doing or saying, rather than describing the speech and action.
6. Choose your setting. Think about the places you know by using all the senses. Example, sight, smell, sound, taste, and touch. Don't describe too much at any one time – spread out the description of the setting in your story.
7. Write a first draft. Remember to start a new paragraph when you want to show that there is a change in the place, or mood; when something different is happening; a change from action to speaking, and a change from looking at what is happening to looking specifically at something.
8. Improve on your draft by editing your story more than once. You will be finished when you feel your story is ready to be published and read by others.



**Activity 3** You have learnt about short stories. Now it is your turn to be an author. Work by yourself to create a short story. Your final draft should be written in the space provided below.

In order to help you write a good story, you are required to do the following:

- Think about an idea for your story.
- Draw up a plan for the story.
- Talk with and share your ideas with a friend to help you add more ideas or change certain parts of the story.
- Follow the writing steps above.
- Give your story a title.

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This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

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## Summary

You have come to the end of Lesson 18. Remember that creative writing is any writing that expresses events and emotions in an imaginative manner and whose main purpose is to arouse emotions. In this lesson, you learned about one form of creative writing which is the story, including its elements or basic parts and the steps to follow to write your own short story. As a student, learning about this form of creative writing will help you to write more creative short stories.

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**NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.**

## Practice Exercise: 18

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In this exercise, you are not asked to make up a story. The plot of the story is given to you, more or less fully, in the outline provided below. It is only in skeleton form. It is your job to clothe the skeleton with flesh and breathe life into it. You must try to produce a connected narrative, and to make it as interesting as you can. Use the space provided to write your title and story.

## Short story outline

Boy set to guard sheep – told to cry “wolf!” if he sees a wolf near the flock – watches the sheep for several days-gets tired of the monotonous work – so one day shouts “wolf!” as a joke – all the villagers hasten to his help – they find no wolf – boy laughs at them – villagers angry – plays the same joke a few days later – some villagers take no notice – some come running – find nothing, they beat the boy – at last wolf really comes – boy is terrified and shouts “Wolf! Wolf!” – villagers take no notice – wolf kills several sheep.

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

## Answers to Activities

## Activity 1

1. Creative writing is any writing that expresses events and emotions in an imaginative manner and whose main purpose is to arouse emotions.
2. The two categories of creative writing are:
  - a. Fiction, which is writing that is based on one's imagination.
  - b. Non-fiction, which is writing that is based on real life experiences.
3. This statement means that creative writing involves selecting some parts of our experiences, imagined or real to form the basis of our writing, and the leaving out others, which we feel are not relevant or important.
4. In order to write a creative story, we select information that we feel is meaningful to us to use in our story. Our feelings determine the kind of information we draw from our experiences to use.
5. The main purpose of creative writing is to express thoughts, feelings and emotions rather than to simply convey information.

## Activity 2

| <b>The Mystery Lady</b><br><b>By Joe Kanekane</b> |                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Character(s)                                   | Young teacher, students, parish priest, nuns, teachers and families, team mates, mystery lady.                                                                                                                                                                                                  |
| 2. Setting                                        | The story was set in a Catholic school in Mt. Hagen.                                                                                                                                                                                                                                            |
| 3. Conflict                                       | A mysterious person has been to his house, and has been doing his laundry, cleaning his house, and cooking his meals. He wants to find out who it is.                                                                                                                                           |
| 4. Action/Climax                                  | Receiving an invitation to attend a seminar in Hagen but turning up to find out there is none. Leaving note for the mystery person in his house to stop but continuing to receive more visits, including mail and presents. Visiting a friend and coming home to find the mystery person there. |
| 5. Resolution                                     | Confronting the mystery person and finding out it is sister Mary, a nun who has been posing as a young man and visiting his house.                                                                                                                                                              |

### Activity 3

*(Structure your short story using the elements and steps to guide you as well as use the short story by John Kanekane on pages 157 to 159 as an example.)*

## Lesson 19: Story Outline

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Welcome to Lesson 19 of Unit 5. In the previous lesson you learned about creative writing. In this lesson, you will learn how to use story outlines in order to write better stories.



### Your Aims:

- define story outline
  - identify parts of a story outline
  - write a creative story
- 

Have you written a fiction or non-fiction story but have not completed it? You started, being excited about the beginning, but somewhere in the process of writing, you did not know how to end it.

To prevent such experiences, it is wise to write a story outline before you actually start to write the story.

The story outline gives a general idea about your story – the start, body and ending. It is a sketch and need not be detailed. Well-known writers, who have written short stories, novels or scripts for movies or TV, almost always write a story outline before writing the details in the form of a completed short story, novel, TV script, play or screenplay for the movie.

### Parts of a Story Outline

In the story outline, the sketch should have details about the following:

#### 1. Character

Describe in general what each character or person in the story is like:

- how tall/big they are, their colour and their age
- unusual features, for example, cripple, cannot read
- what does she like/dislike
- habits/attitudes

#### 2. Setting

Write down a bit about where the incident occurred. Include something about its location in the country, province or district. Describe whether it is cold, hot or humid at the time when the incident occurred or at other times.

#### 3. Conflict

As in all good stories, there must be a conflict to be resolved (or sorted out). Describe the conflict in a few sentences. Is it a young man searching for the girlfriend who stopped communicating with him? Is it about a jobless man who has to support his two small boys and pregnant wife? What about the children who were separated from their father because their mother married another person when their father fell very sick? They want to see their father but are prevented by the step father and mother. Describe the conflict in a few sentences.

#### 4. **Plot**

Outline some of the main events in your story.

In a story, the plot is the action that makes your story “move”.

The young man searching for his girlfriend may find some leads to finding his girlfriend – but then most of the leads he gets end somewhere making his search even more challenging.

The jobless man knocks on the doors of offices but is told repeatedly that there is no job in Pidgin, Tok Pisin, Motu or even with the slam of the door in his face.

The children separated from their father may try many ways to get in touch with him only to be told by the step-father and mother to forget him because he is dead – but the children know that that is false.

#### 5. **End/resolution**

In the story outline you should describe briefly how your story will end.

Will the searching young man find his girlfriend or live with a broken heart for the rest of his life?

Will the jobless man find a job – or die of hunger after weeks of going from office to office without success?

If he dies, what will happen to his children and pregnant wife?

Will the two children who were separated from their father ever see him again?

Try to include information about the past of the characters, or history about the place where events in your story will take place. In your story, you may have to take people back in time to make the story more meaningful. The outline gives you a sketch of your story. When you write the story, you will fill in the gaps with other bits of information that you can add later.



**Activity 1 A.** Refer to the information given earlier and write True if the statement is correct, if the statement is incorrect write False.

| No. | True/False | Description                                               |
|-----|------------|-----------------------------------------------------------|
| 1.  |            | Story outlines are good for short stories but not novels. |
| 2.  |            | A story outline is a sketch of your story.                |
| 3.  |            | Good stories do not have conflicts.                       |
| 4.  |            | The plot is made up of incidents that ‘move’ your story.  |
| 5.  |            | A story outline can help you end a story well.            |
| 6.  |            | Good stories always end with happy endings.               |

- B. Read the story below and answer the questions about details of the story that may be written on a story outline.**

### **Day at School**

Len remembers the day when their mother, Mrs Fimo, his elder brother Stanley and himself went to school in the cold highlands air that morning.

Then, Stanley was 8 and would be in Grade 2 and he was 6 years, eight months, old. Stanley, the outgoing boy, was excited to meet his friends and schoolmates from last year – Dan, their cousin, Joe, the Chimbu boy, and others.

Len thought that it would be nice to be in his mother's class.

When they arrived at the assembly ground, Mrs. Fimo left them with a big group of students and she went on to join the other teachers in front of the assembly area.

Students started to fall into lines and Stanley joined the one that Dan and Joe were in. Naturally Len fell into the same line with Joe in front of him.

"Go to your line," Joe said and pushed him towards the line on the left.

Joe was not taller than him but was stronger and faster than him. Len knew that from the games that they played.

Len looked at the line to the left and did not recognise anybody there.

Len wondered why Joe was pushing him away and went back to where Joe was. Joe turned back again and pushed him: "Go back to your line."

Len was now mad. He was trying to decide whether to kick Joe or do something else.

"Len, go to your line," now Stanley was looking back and saying.

"Len, here, come. This is our line," he heard a voice and a hand pulled him towards the line on the left.

When he turned he saw that it was Maxie, Dan's younger brother and his cousin. Now he was surprised.

"What is Maxie doing here? He should be at home," he thought.

Maxie was like him. They always tagged along with Stanley, Dan and Joe to their classroom. Their teacher Mr. Beno would give the two crayons and papers to draw while their older brothers were taught. After school, they would follow their brothers home.

"So why is he here?" Len asked himself as well as listening to the headmaster talking to the school.

When the assembly ended, the whole school started walking to their classrooms in straight lines.

Stanley, Dan, Joe and their classmates walked to their Grade 2 classroom led by Mrs Fimo.

Then the line Maxie and Len were on were marched off by a teacher.

Len thought they would go towards the Grade 2 classroom but they did not. They headed straight for the Grade 1 classroom.

The teacher told the students to sit down on the lawn and he started calling their names from a roll.

It was then that Len realised that he was starting in Grade 1.

He was not sure if mother and father had told him that he was starting school. But here he was – his first day at school.

1. Give details about the characters listed below. The first one was done as an example.

Len        **main character, quiet, 6 years and eight months old**

Stan        \_\_\_\_\_

Mrs. Fimo \_\_\_\_\_

Dan        \_\_\_\_\_

Joe        \_\_\_\_\_

Maxie      \_\_\_\_\_

2. Setting:  
Where in PNG did this event take place?

\_\_\_\_\_

How was the morning described?

\_\_\_\_\_

3. Plot/Conflict:  
What is the main conflict here?

\_\_\_\_\_

\_\_\_\_\_

4. Resolution:  
What do you think was the resolution?

\_\_\_\_\_

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

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## Summary

You have come to the end of Lesson 19. In this lesson you learned about the story outline. A story outline will help you write a good story.

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**NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.**

**Practice Exercise: 19**

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- A. Identify the parts of the story outline below by filling in the spaces with the correct words from the box.**

|            |         |      |          |            |
|------------|---------|------|----------|------------|
| Characters | Setting | Plot | Conflict | Resolution |
|------------|---------|------|----------|------------|

1. In 1990, mother took the children from Rigo to Bereina, 40km away from father.  
\_\_\_\_\_
  4. In 2000, while at Marianville school, Marie, the daughter went to Rigo to look for her father.  
\_\_\_\_\_
  5. Rick, 4, and Marie, 6, were removed from their father by the mother when she remarried. Their sick father was left at Rigo.  
\_\_\_\_\_
  4. Numerous times Marie and Rick wanted to go to Rigo but were told by their mother and step-father that their father had passed away.  
\_\_\_\_\_
  5. In 2006 Ricky and Marie went and lived with their father.  
\_\_\_\_\_
- 

- B. Write a story using the parts of the story outline above. Make sure to add more information to your story.**

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

### **Answers to Activities**

#### **Activity 1**

1. False
2. True
3. False
4. True
5. True
6. False

#### **Activity 2**

1. Stan – outgoing, 8 years old, in Grade 2  
Mrs Fimo – Stan and Len’s mother, a teacher  
Dan – 8 years old, in Grade 2, Len and Stan’s cousin  
Joe – 8 years old from Chimbu, small but fast and strong  
Maxie – same age as Len, Dan’s brother, Len and Stan’s cousin
2. Highlands; cold highlands air
3. Len is at school and does not know why he is there
4. Maxie pulls him to their line; he realises that he is starting school

## ANSWERS TO PRACTICE EXERCISES IN TOPIC 4

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### Practice Exercise 16

- A.
- |    |          |    |                            |
|----|----------|----|----------------------------|
| 1. | Feb 2    | 4. | 220                        |
| 2. | 6:15am   | 5. | 250                        |
| 3. | 12 years | 6. | 16km (nine nautical miles) |
- B. (*This is a sample story to compare with your own.*)

### Rescue

Finally, the bus stopped. Tim eagerly jumped out with his backpack and hurriedly made his way towards the beach. It was such a tiring trip from Port Moresby but looking around and feeling the sea breeze he was so longing for, all memories of the city vanished. Here, he is home again and looking forward to spending the Christmas holidays with his family.

"Tim!" shouted Soba out of nowhere.

He'll know that voice anywhere. They grew up together and Tim considered Soba as his younger brother. They had been inseparable and the only time they get separated was when Tim's uncle asked him to stay with him in the city. His parents agreed so he can do his schooling at Gordon's Secondary School. Soba had to do his schooling at a nearby village school.

"Hey bro!" Tim gave Soba a big hug and they both jogged the short distance to his house.

Everyone was so happy to see him. Everyone was there except for his younger brother, King.

"He's at the beach," his mother answered his searching eyes.

Tim looked at the golden sunset and gave a short sigh. He remembered how King felt when he left in January. "*Well, I'm sure he won't be crying now as soon as he sees what I got for him,*" he thought as he grabbed the cap that has *Maroons* labelled on it; King's favourite team.

"Let's go join him Soba!" Tim urged him as he ran towards the black sand beach. He did not see Soba's expression. Though living all his life near the beach, Soba never liked swimming ever since he almost drowned in an accident as a young boy.

They reached the beach in time to see King's waving hands a few metres away from the shore before he dove again. Tim happily waved back as he kicked off his thongs and ran to jump in. The sea welcomed him with its warm embrace and he yelled out happily as soon as he reached the surface.

He was startled to see Soba's frantic figure at the shore. He was jumping up and down and pointing at something behind him. He quickly turned around and to his horror he saw his brother's hands waving only this time they suddenly went limp and

slowly disappeared under the water like a piece of cloth floating as it sunk further down.

Seeing this, Tim quickly dove into the water and grabbed one of his brother's floating arms. He gave a big kick that set them both to the surface. Tim had always been an excellent swimmer so he was able to reach the shore in no time.

There were more people waiting for them but his eyes were fixed on to his brother's face as he quickly opened up his pale lips to resuscitate him. King gave a groan and coughed out sea water while some gushed off his nose.

"Make way for the doctor!" Soba ordered in a stern voice as Mr. Taipa, the village doctor rushed beside King and administered first aid.

"He's okay now but still needed to be taken to the clinic for proper check-up," Mr. Taipa said as he ordered his assistants to carry King on the stretcher but before he walked away, he turned to Tim and said, "Thanks to your quick assistance. It saved your brother's life."

"No doc. It's all thanks to Soba for warning me and for calling for help. Without him, I couldn't have possibly rescued my brother on time."

"Yes. Today, you boys rescued the King," Mr. Taipa said with a smile as he turned to join his patient in the ambulance.

- Geraldine Cabañero

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### Practice Exercise 17

- A.** Last year my cousin Belik and I learned something about boating.

One hot evening we went out in our family's rubber boat. After floating along the shore for a while, we tried to turn back but the current was very strong. With our weight in it, the boat refused to move forward. It just went around in circles. Finally I jumped overboard and pushed while Belik paddled.

That experience taught us to watch the current and be sure we could handle the boat.

- B.** Marco Polo was just seventeen when he began his travels. With his father and brother, Marco left his home in Venice. The Polos travelled first to China. In China, Marco Polo learned the Chinese language. He spent the next seventeen years of his life traveling around China and keeping notes of what he saw. When Marco was forty-one, he returned to Venice. The book he wrote about his travels made him famous.

**Practice Exercise 18****The Boy Who Cried Wolf**

One of the boys in a village was sent out into the fields to look after the sheep.

"Watch over the sheep and don't let them stray off," said the villagers to him. "And keep a good look out for wolves. Don't go far away, and if you see a wolf coming near the sheep, shout out "wolf!" as loudly as you can and we will come at once to help you."

"All right!" said the boy, "I will be careful."

So every morning he drove the sheep out into the hills and watched them all day. And when evening came, he drove them home again. But after a few days he got tired doing the same thing day in day out. Nothing happened and no wolves came. So one afternoon he said to himself. "These villagers have given me a very stupid job. I think I will play a trick on them just for fun."

So he got up and began shouting as loudly as he could, "Wolf! Wolf!"

The people in the village heard him, and at once they came running with sticks.

"Wolf! Wolf!" shouted the boy; and they ran faster. At last they all came up to him, out of breath.

"Where is the wolf?" they asked. But the boy only laughed and said: "There is no wolf. I only shouted in fun. And it was fun to see you all running as hard as you could!"

The men were very angry.

"You little rascal!" they said. "If you play a trick like that again, we will beat you instead of the wolf."

And they all went back to their work.

For some days the boy kept quiet. But he got restless again, and said to himself: "I wonder if they will come running again if I cry "Wolf!" once more. It was fun the last time."

So once more he began shouting, "Wolf!" "Wolf!"

The villagers heard him. Some said, "That boy is up to his tricks again." But others said, "It may be true this time; and if there really is a wolf, we shall lose some of our sheep."

So they seized their sticks, and ran out of the village toward the hills.

"Where is the wolf? They cried, as they came running towards the boy.

"Nowhere!" said the boy laughing. "It was fun to see you running up the hill as fast as you could."

"We will teach you not to play jokes," shouted the angry men and they seized the boy and gave him a good beating and left him crying instead of laughing.

A few days later a wolf really did come. When the boy saw it, he was very frightened and began shouting "Wolf! Wolf! Help! Help!" as loudly as he could.

The villagers heard him but they took no notice.

"He is playing his tricks again," they said. "We won't be made fools for a third time. You can't believe a boy after you have caught him lying twice."

So no one went to his help, and the wolf killed several sheep and frightened the boy nearly out of his wits that he never lied again.

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### Practice Exercise 19

#### A.

- |               |               |
|---------------|---------------|
| 1. Setting    | 4. Conflict   |
| 2. Plot       | 5. Resolution |
| 3. Characters |               |

**B.** *(This is just a sample story to compare with your own story. Your story is correct as long as you used the parts of the story outline.)*

### The Reunion

In 1990, a mother took her children from Rigo to Bereina, 40km away from their father. Rick, 4, and Marie, 6, at that time, were too young to know that they were going to leave their father when their mother remarried.

There was nothing that their father could do to stop them as he was very sick. He was left at Rigo in such a bad condition.

As Marie and Rick were growing up, they started to ask for their father. They begged their mother to let them visit him but they were told many excuses. Until one day, as Marie and Rick were asking to visit their father again, their mother told them that he had already passed away. This was confirmed by their step-father. The children could not do much but to mourn quietly for their dead father.

In 2000, while at Marianville High School, Marie met a girl from Rigo who was also from the same village as their father. She was bewildered when the girl told her that her father was still alive. Since then, she could not stop thinking about going to see him for herself.

During the second term break, she decided to ask her girlfriend if she could go with her to Rigo. Her main purpose was to look for her father. She did not let anyone know about the trip, afraid that she would be stopped. She told them instead that she was invited to stay with a girlfriend from Hula.

When they arrived at Rigo, they walked around the village and her girlfriend brought her to a familiar place. Marie looked at the one house that somehow made her heart race and brought tears to her eyes. Then, through her tears, she saw a smiling figure who came towards her with wide open arms.

She felt like she was in a dream and did not move until the familiar face called out in a familiar voice, "Marie! My daughter, you've come back! Where's your brother?"

"Father!" Marie yelled as he rushed to hug her father.

Her girlfriend and the other villagers who heard the commotion gathered around, and smiling with happy hearts for the reunited daughter and father.

When everyone who came to see the lost girl had gone, Marie's father explained that her mother told him that both she and her brother died of diarrhoea when they were young that is why he did not come to see them anymore. Marie explained the same to her father and the two chatted for a very long time into the night.

When Marie arrived home, she told Rick about their father. When their mother saw that they were so happy talking together, she smiled thinking they just missed each other. But as she got closer, her face turned white when she heard what they were talking about.

Seeing their mother, both children confronted her for lying to them and demanded to be returned to their father. Their mother asked for forgiveness and agreed to let them visit their father during term breaks. Feeling sorry for the children, their step-father also consented.

From that time on, the siblings were with their father during their term breaks. Then in 2006, Marie, having completed her studies and started working as a bank clerk, finally asked their mother to let her and Rick live with their father. There was nothing that their mother could do to stop them as she knew they deserved to be with their real father.

- Geraldine Cabañero

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**END OF TOPIC 4**

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**NOW DO EXERCISE 4 THEN READ THE UNIT SUMMARY ON THE  
NEXT PAGE.**

## UNIT SUMMARY

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You have come to the end of **Unit 5 Reading and Writing 4: Fiction**. Below is a brief review of what you learned from this unit.

In **Topic 1**, you learned about short stories. You studied the elements and purpose of several genres of short stories such as the *contemporary realistic genre*, *historical fiction*, *science fiction* and *supernatural fiction*.

In **Topic 2**, you learned about traditional stories. You identified the characteristics, elements and purposes of the most common types of traditional stories, the *myths*, *legends*, *fables* and *allegories*. You also read samples of traditional stories from Papua New Guinea and the world.

In **Topic 3**, you learnt that novels and dramas both tell a story. Novels are meant to be read and identified its narrative elements whereas drama, is meant to be performed and studied the technical aspects and the story scripts that are needed to stage drama performances.

In **Topic 4**, the final topic of this course book, you learned to write stories creatively. You have also used tools such as the time order and the story outline in order to write better stories.

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|                      |
|----------------------|
| <b>END OF UNIT 5</b> |
|----------------------|

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|                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NOW DO UNIT TEST 5 TO COMPLETE ASSIGNMENT 5. CHECK<br/>YOUR ANSWERS THOROUGHLY BEFORE HANDING YOUR<br/>ASSIGNMENT BOOK TO YOUR PROVINCIAL CENTRE FOR<br/>MARKING.</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## GLOSSARY

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### A

Adapted – changed

Adolescence – the period following the stage of puberty during which a young person develops from a child into an adult

Adult – a person who is fully grown or developed

Allegory – devices that use objects, characters, and even actions to represent an underlying meaning that is different from what the object or character literally translates into

Amused – pleased

Anxiously – worriedly; uneasily

Artefacts – traditional works of art.

Avail – improvement; achievement; advantage; to take on an offered opportunity

### B

Basked – stretch out; lie around

Beast – wild animal

Beaten – defeated, bashed

Betrothed – promised to marry

Boasting – showing off

Bother – be concerned

Brass – type of metal

Brevity – shortness; briefness

### C

Category – kind; group

Chat – talk; conversation

Chattered – talk; have conversation

Clamour – loud, persistent outcry from many people

Clearing – open space

Contempt – disapproval

Converge – come together

Convincing – believable; true-to-life

Course – route; direction

Creep – move quietly

Curious – interested

Current – movement or flow of the water

**D**

Dare – have the nerve

Dared – have the courage; exhibited courage to face a situation

Darted – ran fast

Den – resting place; cave

Dense – thick

Desolate – grim; gloomy

Despise – look down on

Destiny – future situation; fate

Discharged – allowed to leave

Discovered – found out; came across

Disobedience – breaking the rules

Dodge – move out of the way

**E**

Earthenware – pots made of clay

Elaborate – highly structured.

Enjoyed – liked; benefited from

Executioners – killers

Exhaustion – tiredness

Existence – presence; status of being there

Expansive – covering a large subject area

**F**

Famished – hungry

Fertiliser – plant nourishment

Fiancée – wife-to-be

Fiction – unreal and created from imagination

Fictional – not real; imaginary

Fiercely – angrily

Fox – a dog-like wild animal

Frightening – fearful; scary

Furious - violent

Furiously – angrily

**G**

Genre – kinds; types; variety.

Ghosts – the supposed spirit of somebody who has died, believed to appear as a shadowy form or to cause sounds, the movement of objects, or a frightening atmosphere in a place

Glistened – glowed

Glistening – glowing

Gossip – rumour; hearsay

Grapes – fruit used to make wine

Grazed – touched; rubbed

Greedy – one who desires for more

**H**

Hamlet – small village

Hang – way of putting the prisoners to death

Hare – rabbit

Haunting – bothering; troubling

Hike – walk; trek

Hopping – jumping; bouncing

Humbly – respectfully

**I**

Imaginary – make-believe; unreal

**J**

Jeer – make rude or mocking remarks

Juicy – moist and tender

Jungle – forest; wilderness

**L**

Limping – walking lamely

Luscious – mouth-watering

**M**

Majestically – grandly; impressively

Mediums – means of doing something

Melts – dissolves

Metaphor – a word or phrase used to describe, in a way different from its normal use

Microcosm – small-scale version; miniature

Middle Age – the period after early adulthood and before old age; about 45 to 65 years of age

Misery – unhappiness

**Monsters** – a large ugly terrifying animal or person found in mythology or created by the imagination, especially something fierce that kills people. Monsters often feature in folklore and fairy tales as evil beings resembling a mixture of different animals.

**Mysterious** – things or events that cannot be explained

**Mythical** – not true or real, but existing only in somebody's imagination

## **N**

**Nap** – short sleep

**Necessity** – need; important

**Nibbling** – biting off; small bites

**Nightmare** – bad dream

**Nobility** – goodness

**Noose** – a loop at the end of a rope, tied with a knot so that it can be tightened and slackened, and used for trapping animals or hanging people

## **O**

**Orally** – in words; spoken

**Outcomes** – results; effects

## **P**

**Paddled** – took the oars and rowed the boat

**Panted** – gasped for air

**Paralysed** – lost the ability to move

**Pardon** – I'm sorry; forgiveness

**Paws** – hands or feet of animals

**Penetrated** – shine through

**Picnic** – eat outside

**Plodding** – slow but steady progress

**Prowling** – walking around

**Punishment** – a penalty that is imposed on somebody for wrongdoing

**Puny** – tiny; small

## **Q**

**Quench** – fill up; satisfy

## **R**

**Race** – contest

**Rake** – scrape the ground

**Recall** – remember

**Reckrimination** – an accusation in response to one from someone else

**Refreshed** – rested and energised

**Regarded** – as seen by others

Resemble – look like

Ridicule – subject to mockery

## **S**

Scary – causing fear or alarm

Scenery – view of surroundings

Scientifically – relating to, using, or conforming to science or its principles

Scruffy – untidy

Seedlings – newly grown plants

Shivered – shook or trembled

Shriveled – wrinkle and contract due to loss of moisture for plants or old age for animals and man

Snare – trap

Sneaked – walked in secretly

Sour – unpleasant

Sprawled – lying down; spread out

Squeaked – cried out with tiny voice

Stare – look intently

Stealthily – quietly; silently

Stretched – relaxed; spread out

Stretcher – a bed used to move patients

Strode – marched; walked heavily

Struggled – make a great effort

Stuff – things

Stump – the bottom part of a tree left projecting from the ground after most of the trunk has fallen or been cut down

Supernatural – relating to or attributed to phenomena that cannot be explained by natural laws; relating to or attributed to magic or the occult

Surgery room – treatment centre

## **T**

Taunting – provoke or challenge (someone) with insulting remarks

Terrible – very bad

Thirst – need for liquids

Tide – rush of waves

Toil – hard work

Tolerate – endure or accept

Tore – quickly opened in a careless manner

Tramped – roamed; trekked

Trembled – shaking

**U**

Unavoidable – something that is bound or expected to happen

Unfortunate – unlucky

Upset – disappointed

**V**

Valuable – expensive

Vampires – a bloodsucking evil spirit; in European folklore, a dead person believed to rise each night from the grave and suck blood from the living for sustenance

Venice – a city in Italy

Vineyard – grapes plantation

Vivid – clear

**W**

Wanderings – travelling or travels

Winter – cold and icy period

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| 7       | GORALL RIGHTA          | P. O. Box 990, Gorall righta | 5322085 / 5322321  | 72228116   | Mr Jagolo Sogone     | 77522847        | Ms Ovin Tuki         | 7222 9054 |
| 8       | KUNDIAWA               | P. O. Box 95, Kundiawa       | 5351612            | 72228144   | Mr David Kimin       | 77522848        | Mr Denge Gundu       | 7222 9056 |
| 9       | MT HAGEN               | P. O. Box 418, Mt. Hagen     | 5421194 / 5423332  | 72228148   | Mrs Joyce Pogla      | 77522849        | Mr Robert Maki       | 7222 9057 |
| 10      | VANIMO                 | P. O. Box 38, Vanimo         | 4571175 / 4571438  | 72228140   | Mrs Ere Kamaso       | 77522850        | Mrs Isabella Danti   | 7222 9060 |
| 11      | WEWAK                  | P. O. Box 583, Wewak         | 4562231/ 4561114   | 72228122   | Mr Michael Sirias    | 77522851        | Mr David Wombui      | 7222 9062 |
| 12      | MADANG                 | P. O. Box 2071, Madang       | 4222418            | 72228126   | Mrs Esther Makis     | 77522852        | Mrs Applonia Bogg    | 7222 9063 |
| 13      | LAKE                   | P. O. Box 4969, Lake         | 4725508 / 4721162  | 72228132   | Mr Appo Ibos         | 77522853        | Ms Cathrine Kila     | 7222 9064 |
| 14      | KIMBE                  | P. O. Box 328, Kimbe         | 9835110            | 72228150   | Mrs Shirley Haiveta  | 77522854        | Mrs Bernadette Litom | 7222 9065 |
| 15      | RABAU                  | P. O. Box 83, Kall rightopo  | 9400314            | 72228118   | Mr Ereman Pinia      | 77522855        | Mrs Verlyn Vavai     | 7222 9067 |
| 16      | KAVIENG                | P. O. Box 284, Kavieng       | 9842183            | 72228136   | Ms Betty Boas        | 77522856        | Mr John Lasisi       | 7222 9069 |
| 17      | BUKA                   | P. O. Box 154, Buka          | 9739838            | 72228108   | Mr Simon Kelle       | 77522857        | Mr Marlyne Meiskamel | 7222 9073 |
| 18      | MANUS                  | P. O. Box 41, Lorengau       | 9709251            | 72228128   | Vacant               | 77522858        | Ms Roslyn Keket      | 7222 9080 |
| 19      | NCD                    | C/- FODE HQ                  | 3230299 Ext 26     | 72228134   | Mrs Erica Inai       | 77522859        | Mrs Marina Tomiyavau | 7222 9081 |
| 20      | WABAG                  | P. O. Box 259, Wabag         | 5471114            | 72228120   | Mr Paul Nepao        | 77522860        | Mr Salas Kamberan    | 7222 9082 |
| 21      | HELA                   | P. O. Box 63, Tari           | 73197115           | 72228141   | Baja Hadaja          | 77522861        | Mr Ogai John         | 7222 9083 |
| 22      | JIWAKA                 | c/- FODE Hagen               |                    | 72228143   | Vacant               | 77522862        | Joseph Walep         | 7222 9085 |

## 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 Advance/General      |
|                  | 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 Advance/General | Mathematics Advance/General | Mathematics Advance/General           |
| 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.