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- Roshni Devi– Executive Support Unit
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LITERACY

Unit One
A. Use oral language accurately and logically to communicate ideas and experiences effectively.

B. Read and view a variety of texts with understanding to demonstrate accuracy, appropriate rate and expression.

C. Write and present for a wide range of purposes and audiences with understanding a variety of texts and visuals to identify and interpret useful information available.

1. Think – pair-share on definition of literacy.
2. Word study and acquisition of new vocabulary.
3. Discussion on the attributes of novels.
4. Creating graphic organisers after reading extracts.
5. Discussion about the beginnings of literacy.
6. Reading comprehension using the SQ3R strategy.
7. Identify features of a narrative.
8. Write a narrative, using the writing process.
9. Use a variety of sentences in writing.
10. Discuss the merits of a good novel.
11. Close reading of a novel:
   A. background
   B. author
   C. questions
   D. vocabulary
   E. elements of a novel
   F. making predictions.
   G. making connections
   H. writing reflections

12. Plan and write a conversation or dialogue.
13. Plan and write an obituary.
14. Plan, write and present a eulogy.
15. Discuss case studies.
16. Review parts of speech.
17. Word study: find synonyms.
18. Plan and write a diary entry.
20. Write responses to quotations.
21. Identify the features of a book review.
25. Plan and write an answer to an examination question.

NOTE: Some ideas for the study of “I Heard The Owl Call My Name” were taken from Teacher Created Materials Inc. 1999.
Literacy is traditionally understood as the ability to read and write. The term’s meaning has been expanded to include the ability to use language, numbers, images and other means to understand and use the dominant symbol systems of a culture. The concept of literacy is expanding in OECD countries to include skills to access knowledge through technology and ability to assess complex contexts.

Literacy represents the lifelong, intellectual process of gaining meaning from a critical interpretation of written or printed text. The key to all literacy is reading development, a progression of skills that begins with the ability to understand spoken words and decode written words, and culminates in the deep understanding of text. Reading development involves a range of complex language underpinnings including awareness of speech sounds (phonology), spelling patterns (orthography), word meaning (semantics), grammar (syntax) and patterns of word formation (morphology), all of which provide a necessary platform for reading fluency and comprehension. Once these skills are acquired, the reader can attain full language literacy, which includes the abilities to apply to printed material critical analysis, inference and synthesis; to write with accuracy and coherence; and to use information and insights from text as the basis for informed decisions and creative thought. The inability to do so is called illiteracy or analphabetism.

THINK-PAIR-SHARE: With another student, and using your own words, describe 3 things you have learnt, about literacy, 2 things you would like to know more about literacy and one action you will take because of what you have learnt from this reading.
ALL ABOUT WORDS

The word “literacy” is a noun. Its opposite, or antonym, is “illiteracy”.

How many word forms of the word “literacy” can you find?

Make a class list using the following table as a guide:

<table>
<thead>
<tr>
<th>NOUN (S)</th>
<th>ADJECTIVE (S)</th>
<th>VERB (S)</th>
<th>ADVERB (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>literacy</td>
<td>literate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use some of the words you have listed to fill in the gaps in the following sentences.

1. In Fiji, all students are tested in basic ____________________.
2. There are different ways of acquiring ____________________.
3. The financial ________________ campaign was launched yesterday.
4. If you are ____________________, you will have to “sign” with your thumbprint.
5. If you are ____________________, your signature will validate this document.

THE BEGINNINGS OF LITERACY

* What are YOUR first memories of literacy?
* How old were you when you first began to make connections between symbols and ideas?
* How did you develop your first literacy skills?

Below is a teenager’s literacy development timeline. The numbers represent the teenager’s age in years.

0 ___________________ 2 ___________________ 4 ___________________ 5
  Began watching TV and making connections  Able to recognise pictures and signs like McDonalds., drawing  Recognise letters and numbers, began to write

6 ___________________ 9 ___________________ 16
  Able to read simple stories, count, write  Developed a reading habit, reading 2—3 books a week; also developed mathematical and computing skills.
Think back and CREATE your OWN literacy timeline. Remember to add any events or situations that you regard as signposts along your path towards literacy.

Share your timeline with another student.

Be prepared to write about one of those significant events after reading the following extract from “Black Boy” by Richard Wright.

To help support the household my grandmother boarded a colored schoolteacher, Ella, a young woman with so remote and dreamy and silent a manner that I was as much afraid of her as I was attracted to her. I had long wanted to ask her to tell me about the books that she was always reading, but I could never quite summon enough courage to do so. One afternoon I found her sitting alone upon the front porch, reading.

“Ella,” I begged, “please tell me what you are reading.”

“It’s just a book,” she said evasively, looking about with apprehension.

“But what’s it about?” I asked.

“I don’t care,” I said loudly and bravely.

“Shhh — You mustn’t say things like that,” she said.

“But I want to know.”

“When you grow up, you’ll read books and know what’s in them,” she explained.

“But I want to know now.”

She thought a while, then closed the book.

“Come here,” she said.

I sat at her feet and lifted my face to hers.

“Once upon a time there was an old, old man named Bluebeard,” she began in a low voice.

She whispered to me a story of Bluebeard and His Seven Wives and I ceased to see the porch, the sunshine, her face, everything. As her words fell upon my new ears, I endowed them with a reality that welled up from somewhere within me. She told how Bluebeard had duped and married his seven wives, how he had loved and slain them, how he had hanged them up by their hair in a dark closet. The tale made the world around me be, throb, live. As she spoke, reality changed, the look of things altered, and the world became peopled with magical presences. My sense of life deepened and the feel of things was different somehow. Enchanted and enthralled, I stopped her constantly to ask for details. My imagination blazed. The sensations the story aroused in me were never to leave me. When she was about to finish, when my interest was keenest, when I was lost to the world around me, Granny stepped briskly onto the porch. “You stop that, you evil gal!” she shouted. “I want none of that Devil stuff in my house!”
Her voice jarred me so that I gasped. For a moment I did not know what was happening.

“I’m sorry, Mrs. Wilson,” Ella stammered, rising. “But he asked me—”

“He’s just a foolish child and you know it!” Granny blazed.

Ella bowed her head and went into the house.

“But, Granny, she didn’t finish,” I protested, knowing that I should have kept quiet.

She bared her teeth and slapped me across my mouth with the back of her hand.

“You shut your mouth,” she hissed. “You don’t know what you’re talking about!”

“But I want to hear what happened!” I wailed, dodging another blow that I thought was coming.

“That’s the Devil’s work!” she shouted.

“But I liked the story,” I told her.

“You’re going to burn in hell,” she said with such furious conviction that for a moment I believed her.

Not to know the end of the tale filled me with a sense of emptiness, loss. I hungered for the sharp, frightening, breath taking, almost painful excitement that the story had given me, and I vowed that as soon as I was old enough I would buy all the novels there were and read them to feed that thirst for violence that was in me, for intrigue, for plotting, for secrecy, for bloody murders. So profoundly responsive a chord had the tale struck in me that the threats of my mother and grandmother had no effect whatsoever. They read my insistence as mere obstinacy, as foolishness, something that would quickly pass; and they had no notion how desperately serious the tale had made me. They could not have known that Ella’s whispered story of deception and murder had been the first experience in my life that had elicited from me a total emotional response. No words or punishment could have possibly made me doubt. I had tasted what to me was life, and I would have more of it, somehow, someway.

Questions to discuss and answer.

1. Highlight some words and phrases from the extract which express the effect this story had on the writer.

2. How lasting was the effect, do you think? Give reasons for your answer.

3. Suggest reasons why the boy had not been able to read, up to this point in his life.

4. As a class, draw up a list of short stories, novels or films that have left a lasting impression. Explain/discuss why.

5. Start planning to write about your own literacy event or highlight and the effect it had on you. It could be that “ahaa! moment” in computing class, mathematics or sports when the penny dropped, or light bulbs went on, or things just clicked.
Review features of narrative writing that stood out to you as you read the story. What did the writer do, to make it such a well-written, appealing piece of writing?

Reread the story and identify some of the following features found in narrative writing:

**FEATURES OF NARRATIVE WRITING:**

* There is a development, or a series of actions: orientation, complication, resolution.
* There are characters with defined personalities and identities: protagonist, antagonist, etc.
* There is a clear voice, or sense of person, which is honest and convincing.
* There is a setting: where, when, and social climate.
* There is a theme, or a lesson.
* Most of the story is in the past tense.
* Dialogue is often included, where the tense may change to the present or the future.
* Action verbs, which provide interest: She *cockled*. They *barred* the way.
* Usually written in either the first person (I), or the third person (he, she, they).
* Connectives, or linking words that denote time.
* Specific/strong nouns: *banyan* instead of *tree*.
* The appeal to the senses: smell, sound, sight, taste, and feel.
* The use of imagery: similes, metaphors, onomatopoeia, personification.
* A variety of sentence beginnings:
  * Participles: *Jumping* with joy, I ran towards my father.
  * Adverbs: *Silently*, the tears rolled down her cheeks.
  * Adjectives: *Cold* silence filled the air between them.
  * Nouns: *Music and laughter* filled the air.
  * Adverbial phrases: *Along the road* sped the red coupe.

Now PLAN and WRITE about that “ahaa! moment” using the WRITING PROCESS:

PLAN  ➔  DRAFT  ➔  CONSULT

PUBLISH  ←  PROOFREAD  ←  REWRITE
READ THE FOLLOWING EXTRACT ADAPTED FROM WIKIPEDIA, ON THE HISTORICAL BEGINNINGS OF LITERACY IN THE WORLD.

Literacy is thought to have first emerged with the development of numeracy and computational devices as early as 8,000 BCE. Script developed independently at least four times in human history in Mesopotamia, Egypt, lowland Mesoamerica, and China.

The earliest forms of written communication originated in Sumer, located in southern Mesopotamia about 3500-3000 BCE. During this era, literacy was "a largely functional matter, propelled by the need to manage the new quantities of information and the new type of governance created by trade and large scale production". Writing systems in Mesopotamia first emerged from a recording system in which people used impressed token markings to manage trade and agricultural production. The token system served as a precursor to early cuneiform writing once people began recording information on clay tablets. Proto-cuneiform texts exhibit not only numerical signs, but also ideograms depicting objects being counted.

Egyptian hieroglyphs emerged from 3300-3100 BCE and depicted royal iconography that emphasized power amongst other elites. The Egyptian hieroglyphic writing system was the first notation system to have phonetic values.

Writing in lowland Mesoamerica was first put into practice by the Olmec and Zapotec civilizations in 900-400 BCE. These civilizations used glyphic writing and bar-and-dot numerical notation systems for purposes related to royal iconography and calendar systems.

The earliest written notations in China date back to the Shang Dynasty in 1200 BCE. These systematic notations were found inscribed on bones and recorded sacrifices made, tributes received, and animals hunted, which were activities of the elite. These oracle-bone inscriptions were the early ancestors of modern Chinese script and contained logosyllabic script and numerals.

These examples indicate that early acts of literacy were closely tied to power and chiefly used for management practices, and probably less than 1% of the population was literate, as it was confined to a very small ruling elite.

Note: BCE is short for Before Common Era, used mostly by non-Christians, instead of BC, which is short for Before Christ.
1. After reading that short history of literacy, create a timeline, according to the information you gathered.

2. Compare your timeline with three others.

3. Create a new timeline which you all agree is the best and most comprehensive one, according to the text.

4. Share your group’s timeline with the rest of the class.

According to the definition of literacy at the beginning of this unit, literacy has become more complex and diverse. Human beings have to develop skills that will allow them to cope with all this complexity and diversity, or else they will be left behind, illiterate in some form of literacy or another.

A reading skill that has been developed and widely used by many learning institutions is the SQ3R method of reading.

If you have problems concentrating on your reading, or if you forget what you have read very soon after, this is a reading process that can help you remember and understand what you read.

Just follow the five steps and see how your reading and comprehension improves.

**SQ3R**

**S= SURVEY**

Survey the piece of writing to find out its purpose, that is, what the writer is trying to tell the reader. To get the main ideas, look at the following:

* Titles
* Pictures
* Introduction and conclusion
* Bold or italicized print
* Questions
* First and last sentences in paragraphs.
* Footnotes

While you are surveying the extract, a smart move would be to question as you survey. Writing down questions keeps you alert and focused on your work.
Q = QUESTION

Take a sheet of paper and divide it into half lengthwise. On the left half, write questions as you are surveying the piece. For example:

◊ The title may be “Scuba diving in Five Easy Lessons”. The question that you might write down is: What are the five lessons that one must learn to be able to scuba dive?

◊ An introduction which says that “An oxygen tank is essential for learning how to scuba dive.” may lead you to ask: Why is having an oxygen tank really important when you are learning to scuba dive?

◊ A heading for a section may state: “How to Fall”, the question might be: “Why is it important to know how to fall?” OR “Are there specific ways of falling in scuba diving?”

Aside from writing your own questions, take note of any questions that may have been written by the author as side notes or at the end of a section.

To ensure that you process the information BETTER, write these questions in your own words. You will be able to remember your own words better.

R1 = READ

As you read, read to answer your questions, both the ones in your mind and the ones you wrote down. This will help you to be selective in what you read. You don't have to read everything.

Again, answer the question in your own words, not in the author's words. This will help you understand and comprehend better.

R2 = RECITE

Recite each question out loud.

Answer each question verbally as well.

R3 = REVIEW

Using your notes, mentally go over the material again. (after 24 hours if necessary)

Review again after one week.

Review once a month until your examination.
READING COMPREHENSION

USING the SQ3R METHOD, do the following reading comprehension exercise.

Out from the pa (settlement or village) we went, that lovely summer’s day, walking slowly in the sunshine. Far in the distance shone the waters of the lake, like a piece of the sky turned upside down in the palm of earth.

Suddenly the air trembled with the shock of the warning gong. Its notes filled our ears and with it we could hear the shouts of the men in the lookout tower.

Mira called out, “Look! Out on the lake! The waka! That canoe is coming here!”

She has sharp eyes, that girl. Over the waters the breeze pressed upon the smooth little ripples of waves and with a wayward flick turned them into flying spray. In the dim distance the shore of the lake opposite our pa could be distinguished only as an outline of mist. Over the whipped-up waters I could now make out the shape of the canoe. It was a big one, therefore an important party was on its way to us. But as it was only one canoe and still broad daylight, they must be coming in peace. Still, it behoved us, especially me, the highborn Ariki (chief) to obey the summons of the gong immediately and enter behind the protective palisade of our pa. As we hurried past the marae (meeting house), I could see my father with a group of men about him as they waited for further word from the lookout tower. He smiled on me. “Yes, my daughter, hurry to your abode and seclude yourself there until we find out who it is that comes.”

And so I had to wait, impatiently, within the closed walls of my whare (house), for the news to be sent to me. Instead of being able to mount the tower myself, as I desired to do, and to look upon the visitors, I sat and looked upon the all too familiar taniko (fine weaving) which had bored me earlier. My maidens were as excited as the kahu-haka bird when it chatters away, calling its forest friends to the snare! Each one of the girls had a wild guess as to who our visitors might be. And I remember it was Huia, with her pretty smile, who said teasingly, “It is some handsome young chief, who, hearing of the fame and loveliness of our lady has come to ask for her as his bride.” All the others looked at me when she said this, and I, proud as I consider myself, felt my face blushing pink.

(adapted from “The Heart of a Princess” by Victor Carell)

QUESTIONS
A. MULTIPLE CHOICE.

Write the letter of the best answer.

1. The peaceful scene was disturbed when
   A. a piece of sky was turned upside down.
   B. the warning gong suddenly rang out.
   C. the large canoe came into sight.
   D. the lookout tower trembled.

15
2. What feature indicated that the canoe was an important one?
   A. Its shape
   B. Its name.
   C. Its speed.
   D. Its size.

3. The **waters of the lake** are described further in the first paragraph with the use of
   A. metaphor and simile.
   B. metaphor and personification.
   C. simile and personification.
   D. metaphor and alliteration.

4. **an outline of mist** in the fourth paragraph refers to
   A. the spray in the dim distance.
   B. the whipped up waters of the lake.
   C. the other side of the lake.
   D. the shape of the approaching canoe.

B. **SENTENCE COMPLETION**

*Complete the following sentence beginnings using ideas from the extract.*

5. The narrator first sees ____________________________ and then ____________________________ and then finally the canoe.

6. The Ariki’s father wanted her to hide because __________________________________________
   __________________________________________

7. The reason for the Ariki’s blushing in the last paragraph is ____________________________
   __________________________________________
C. OPEN ENDED.

Answer the following question in your own words.

8. Do the girls find out the reason for the canoe’s visit? Give a reason for your answer.

D. LANGUAGE STUDY

Reread the extract and find samples of the following:

* Orientation, complication, resolution.
* Characters with defined personalities and identities: protagonist, antagonist, etc.
* The voice or sense of person in the narrative.
* Setting: where, when, social climate
* Theme, or a lesson.
* The past tense.
* Dialogue, where the tense changes to the present or the future.
* Action verbs, which provide interest: She cackled. They barred the way.
* Point of view: first person (I), or the third person (he, she, they).
* Connectives, or linking words that denote time. (adverbials)
* Specific/strong nouns: banyan instead of tree.
* The appeal to the senses: smell, sound, sight, taste and feel.
* The use of imagery: similes, metaphors, onomatopoeia, personification.
* A variety of sentence beginnings:
  - Participles: Jumping with joy, I ran towards my father.
  - Adverbs: Silently, the tears rolled down her cheeks.
  - Adjectives: Cold silence filled the air between them.
  - Nouns: Music and laughter filled the air.
  - Adverbial phrases: Along the road sped the red coupe.
This is according to what one reader / writer thinks about good novels.

What is YOUR opinion?

In pairs tell each other about your favourite novel and what makes it your favourite.

In groups take turns to persuade your group members to read your favourite novel by sharing one memorable incident from it.

Create a class list of what makes a good novel.

Write a TEXC paragraph on what you think makes a good novel.
BELOW is a copy of the cover of the US first edition of the novel by Margaret Craven. It was published in 1973.

Just by looking at this cover, and the cover of the copy you have today, what predictions can you make about what the story might be about?

Turn to the back of your copy and read the blurb. How close or far away were your predictions from the story?

This is one of those novels that will fit all your criteria for a good novel perfectly.
A. Myths and legends were often used to by storytellers to explain the world around them and to describe how people should behave. The society around which the novel is woven believed that their myths were true stories. In fact, the protagonist, Mark Brian is told by his bishop that “The myths are the people.” Their belief in these myths formed the basis of their daily lives as well as their traditions.

HERE ARE THREE MYTHS WHICH CAME FROM THE NATIVE INDIANS OF BRITISH COLUMBIA.

After you read, discuss what lessons were being taught through these myths.

Also, discuss any myths in your OWN cultures which teach similar values and principles.

HANGING HAIR

In the trees near a river there lived a lovely, gentle spirit named Hanging Hair. This spirit’s job was to try to protect those who lived in the nearby village. The people often said that when the wind blew gently, they could see this spirit. One day Hanging Hair called for a great feast. She wanted to see if she could prevent the monster spirit, who controlled a dangerous whirlpool, from drowning the bravest young men of the village.

Hanging Hair invited all of nature’s monster spirits. Some of them came in riding on the winds of a storm. Others came in calmly and gently. Each of the monster spirits possessed a special power, such as being able to fall off cliffs, freeze into pieces of ice, or burn like a forest fire, without ever being harmed. However, the monster spirits came peacefully into Hanging Hair’s home under the water, for she was loved and respected by all. The spirits, including the one who controlled the dangerous whirlpool, took their places at the dining table.

Hanging Hair served her very best food, and the guests ate until they could eat no more. When all the guests had finished eating and were in a jovial mood, Hanging Hair explained that it was time for them to have more compassion for the people of the nearby village. She suggested that they reduce the powers of the monster spirit who controlled the whirlpool. All of the monster spirits agreed unanimously. They decided to shake the earth to divert the flow of some of the river’s water. This would eliminate the danger to the people. From that day forward the river flowed quietly and calmly.
The Raven and the Moon

One day, Raven, the creator, heard that a fisherman and his daughter had a beautifully carved box in which they kept a bright light. They called this light the “moon”. Raven wanted the moon so he decided to trick the fisherman’s daughter. He changed himself into a baby and made it look as though he had been abandoned in the forest. When the fisherman’s daughter came to pick berries, she found the baby. She did not think the baby was cute because he had a long hooked nose like that of a bird’s bill. But the fisherman’s daughter took the baby home with her anyway. She treated him as if he were her own.

As soon as the baby could speak he began asking for the moon. He would say, “Moon, moon, shining moon.” Then one day, the fisherman who doted on the boy and gave him everything he wanted, told his daughter, “Let the boy play with the moon.”

The fisherman’s daughter opened the beautifully carved box. Inside there was another box, more beautiful than the first. She opened box after box, each one smaller than the last and even more exquisitely carved. At last she opened the last and smallest box. This one was the loveliest of all. It had a piece of silk thread tied around it. The fisherman’s daughter untied the thread and opened the box. Suddenly a bright white light filled the lodge. It was coming from the moon which was resting inside the box like a brilliant white ball. The fisherman’s daughter threw it to the boy. He joyfully caught it and held on to it.

The boy did not remain content for long and soon began to cry. At first the fisherman and his daughter could not understand what they boy wanted. Eventually they realised that he wanted to be able to see the stars in the night sky. So the fisherman made an opening in the top of the lodge especially for the boy.

As soon as the hole was made, the boy changed himself back into Raven. He grabbed the moon with his bill and flew out of the hole. He landed on top of a mountain. From there, Raven hurled the moon up into the sky where it remains to this day.
Once there was a beautiful place where the people had all the wild game, fish and berries that they needed. In fact, the people had so much food, they could trade with other tribes. After a while, however, the young people forgot the old ways of honouring nature by taking only what they needed. They began to take nature for granted. They took more food from the land and the water than they could possibly use. They let the excess lay in waste and rot away. The elders warned that the Chief-in-the-Sky would be angry. But the young people foolishly disregarded these warnings.

The young people did not respect living things as they had been taught. Some of the young men found it amusing to catch a live salmon, cut slits in its back, and put burning pitch into the slits. Then they put the salmon back into the water. It swam around in agony, as a living torch to illuminate the revelry of the young. Of course, the elders protested, but the young paid no attention, laughing and jeering at the fears of their fathers.

When salmon season neared its end, the tribes began preparing for its annual winter ceremonies. Suddenly, they heard a loud noise in the distance which sounded like the beating of a drum. The elders became worried, but the young laughed and cried in jest, “Aha! The ghosts awaken! They are going to have a feast too! You silly old people are afraid of everything!” Sure enough, within a short time the noise subsided. However, after a week or two, the sound like beating drums began again and became louder and louder. Now even the young people felt frightened.

Suddenly a horrible noise, like that of an overhead thunderclap, shook the ground. As quickly as the blink of an eye, the mountain tops split open and fire poured out until burning larva filled the rivers. The people tried to flee, but the forests burst into flames, so very few escaped. The spirit world had spoken, expressing its anger about the young people torturing the salmon.
Things to think about after reading these myths:

- What kind of relationship did these people have with nature?
- How does it differ from your own relationship with nature?
- What kinds of gods did these people seem to have?
- Why were their gods an important part of their lives?
- What did people believe would happen if they behaved in a way that displeased the gods?

B. CONSEQUENCES

Work in groups of four or five and work through the following activity.

1. Each group will choose, or be assigned, a case study.
2. Read your case study and discuss any possible short-term and long-term consequences the initial situation or action may bring about.
3. Report back as a group, ensuring that each member of the group has something to report.

FOR EXAMPLE:

CASE STUDY

A young member of a family sells a valuable family heirloom at a price far below its market value, to a foreign buyer.

<table>
<thead>
<tr>
<th>CONSEQUENCES</th>
<th>A FEW DAYS LATER</th>
<th>A YEAR LATER</th>
<th>THREE YEARS LATER</th>
</tr>
</thead>
<tbody>
<tr>
<td>He goes out on the town, spending his newly-found wealth, partying with friends. The older members of his family are angry and feel betrayed by his actions. Some refuse to speak to him, while others want to punish him physically.</td>
<td>The buyer, who sold the artefact at the real market value has built up quite a profitable business buying and selling artefacts. The young man has spent all of his money and is now a drifter, as most of his family and clan will have nothing to do with him.</td>
<td>The buyer is now quite wealthy, having become more skilful in persuading other gullible owners to part with valuable items at bargain prices. The young man is now awaiting a second trial in court, on yet another charge of drunk and disorderly behaviour and running away and not paying a taxi driver his due fare.</td>
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</tbody>
</table>
CASE STUDIES

1. A young man is told by the doctors that he has only three years left to live.
2. A family has to go back to their village after living all their lives in the city.
3. A young woman from a primitive village is sent to a city school to become educated.
4. You belong to a group which has decided to dedicate your lives to helping others.
5. A family moves to a part of the world which is totally different from anything they have ever known.
6. Your village is far from any town or city and you are sent a foreigner who will work amongst you as a school teacher.

C. ANTICIPATION GUIDE: What do you think?

Read and copy each statement below. Write AGREE, NOT SURE or DISAGREE after each statement.

1. Civilized people know best about how to live, and they should try to change the way others live.
2. The length of one’s life is more important than the quality of one’s life, or how they live it.
3. People who still live as their ancestors did probably do so because they lack the intelligence and knowledge to change their lifestyle.
4. Only ignorant people are superstitious.
5. There is a right way to do everything.

After you have finished reading the book, answer these same questions again.

Then look back at your first set of opinions

Compare the two sets of opinions.

Describe how reading the book may have changed your opinions.
D. ABOUT THE AUTHOR

Margaret Craven was born on March 13, 1901, in Helena, Montana. In 1924, she graduated from Stanford University with great distinction. Her writing career began in California as an editorial writer and columnist for a newspaper called the San Jose Mercury. She worked at the newspaper for about four years, after which she freelanced, writing many short stories for various publications.

Margaret Craven wrote her first novel, I Heard The Owl Call My Name, when she was sixty-nine years old. This novel, which focuses on the meaning of life, is partly based on her real-life experiences. She spent several weeks living with the Indians of the Northwest, who are described in her novel. Her writings remind readers that modern life has its disadvantages, and that the simplicity of Indian life has its advantages. The book is beautifully written, portraying death as part of the process of life, that one has to be able to overcome their grief at the loss of a loved one, and move on. There is stunning visual imagery as well. The novel allows readers to empathize with a young emissary who learns more about life while confronting death.

Margaret Craven also wrote other novels, like Walk Gently This Good Earth, The Home Front and Again Calls The Owl. Again Calls The Owl is an autobiography which tells of Margaret Craven's childhood in the Pacific Northwest, her struggle to become a writer, as well as her fight against blindness.

Margaret Craven died in Sacramento, California on July 19, 1980.

( Wikipedia, 2015)
E. SETTING

A part of the inlet around Kingcome.

The church at Kingcome Village.

Native Indians of the Northwest
A. Keep a reading journal. In The Year 11 publication, you were given some suggestions on how to keep a response journal. Review those suggestions.

You may also wish to use a double entry journal similar to the sample given below.

For each chapter you may do the following:

A. Choose one or more events in the chapter.

B. Write a sentence or two describing each event.

C. Then move over to the personal reactions column and write several sentences giving your personal reactions and feelings.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>PERSONAL REACTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keeping a personal response journal will greatly help you in understanding and remembering the events in what you are reading. You will develop into a competent reader as you learn to respond to what you read with both your minds and your emotions.
B. The novel may be read in sections, with each section having its own vocabulary list, activities and reading purposes.

**SECTION ONE : Chapters 1 & 2**

**Vocabulary:** literally, selvage, bilge, vicar, dorsal, potlatch, tremulous, garrulous, parish, toque, cassock, jaunty, muskeg, lectern, aft, discern, trestle, reminiscence.

**Focus Questions:** Why does Caleb tell Mark not to feel sorry for himself for being sent to a remote church? What does Mark learn about the Indians on his way to Kingcome? What does the bishop tell Mark about the village? How do the villagers feel about death?

**Suggested Activities:**
* Complete a crossword puzzle.
* Complete an RWS worksheet.
* Answer comprehension questions.
* Make other connections

---

**ACROSS**

1. Relating to the back of the body.
3. Trembling and slightly vibrating.
5. An Anglican parish priest.
7. A reading desk or stand in church.
8. Always talking, talkative or wordy.
10. A North American Indian ceremony that shows wealth and status.
15. Recognise, perceive or see clearly.
16. A knitted hat (pompom)
17. Undrained swamp or bog.

**DOWN**

2. The act of recalling or retelling past experiences.
4. In a factual, true or actual manner.
6. At the stern or rear of a ship or boat.
9. The parts of a vessel between the floorboards and the bottom.
10. Part of a diocese, with its own church, priest and worshippers.
11. An ankle-length garment usually worn by Christian priests.
12. Cheerful and spritely.
13. The removable legs of a table.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>My title for this section</td>
<td>In this space write down what you think this section should be titled.</td>
</tr>
<tr>
<td>My reason for this title</td>
<td>Here you are going to give ONE reason for your choice of title.</td>
</tr>
<tr>
<td>Question</td>
<td>Here, write down 3 questions you have about the story so far. Your questions should reflect higher order thinking, which means your questions must show that you are thinking critically about the book, or those things that you don’t understand.</td>
</tr>
<tr>
<td>Predict</td>
<td>Based on what you have read so far, predict what you expect to happen in the next chapters and give a convincing reason why you believe this will happen.</td>
</tr>
<tr>
<td>Connect</td>
<td>Type of connection: (Text to self. Text to Other Text, Text to World.)</td>
</tr>
<tr>
<td>Summarize</td>
<td>Write a brief summary of only one paragraph (5–6 sentences) to show that you have understood the storyline of this section. Remember to use your own words.</td>
</tr>
<tr>
<td>Reflect</td>
<td>Pick out an issue or theme and give your thoughts. For example, you might talk about arranged marriages and give your opinion on this issue, why you agree or disagree with arranged marriages. Your reflection should show whether you agree or disagree with an issue. It is like a debate. Be prepared to defend your opinion.</td>
</tr>
</tbody>
</table>
READ AND REVIEW

1. Describe THREE important events from this section.
2. Where does the young vicar go, and why?
3. What advice does he receive about how to relate to the people of the village?
5. What is important to the villagers?
6. What does Mark Bryan see in the eyes of the villagers?
7. Who has died, and why hasn’t he been buried?
8. In the old days, what would an Indian mother have done when her child died?
9. Explain why Mark Brian leaves the burial service before everyone else.
10. Describe what happens after the vicar leaves the burial service.

MAKING FURTHER CONNECTIONS

The Indians of the Northwest were master woodcarvers. Their beautiful craftwork of masks, statues and totem poles were related to tribal customs. Families were divided into totemic groups similar to clans, like the iTaukei “ mataqali “. The carvings of animals on the totem pole represented an ancestor’s special relationship with an animal in a family legend or oral tradition.

When visitors from another village arrived they would look at the totem poles in front of houses to find those who belonged to their own totemic group. Then they would go to that home expecting to receive hospitality and protection.

Think about your own societies and cultures and which plants and animals your tribes or clans are associated with. If you were to design a totem pole, which flora and fauna would it depict?
SECTION TWO : Chapters 3—7

Vocabulary:
confabulation, gentility, moor, ravenous, accost, anthropology, sustenance, matriarch, aloft, vestry, predecessor, dank, sundry, surplice, futility, beset, valiant

Focus Questions:
Who is Sam? How do the villagers treat Mark? Who are Mark’s first friends in the village? How do Mark and Jim finally become friends? What does Mark’s first hunt indicate? What are some problems Mark has during his first winter?

Suggested Activities:
* Complete a vocabulary exercise.
* Complete an RWS worksheet.
* Answer comprehension questions.
* Discuss fables.
* Portray a character.

VOCABULARY EXERCISE

Fill in each gap with the correct word from the vocabulary list. Not all the words will be used.

1. The __________________ dogs ate all the food that was thrown at them.
2. It was so ________________ in the cave, that I regretted not bringing along a sweater.
3. The players hoisted their coach ______________ as they acknowledged their exciting win.
4. Digging holes and then filling them up again is an exercise in ________________.
5. People of ________________ are often respected for their politeness and manners.
6. She is the ________________ of the tribe and everyone defers to her.
7. The elders sat down for a little ______________ before the actual meeting began.
8. The teacher said his ________________ had been teaching at the village school for ten years before he was transferred.

READ AND REVIEW

1. Describe THREE important events from this section.
2. What vegetable does Mrs Hudson always serve the clergy, and why?
3. Why doesn’t Mark want a new vicarage?
4. List THREE reasons why the fable of the salmon is a significant part of Section 2?
5. When do the Indians fish and hunt less than usual?
6. How did Calamity Bill get his name?
7. Explain why the hunters don’t want to talk while hunting.
In Chapter 3, the author introduces the readers to several of the characters in *I Heard The Owl Call My Name*, such as Marta Stephens, Mrs Hudson and the teacher.

There are not many physical descriptions of these or other characters in this novel. The author has instead focused on their character traits or qualities, portraying them through what each character says and does.

**FOR EXAMPLE : Mrs Hudson**

- She’s the matriarch. (She’s the oldest woman there.)
- She’s happy about the new vicar. (There will be more visitors coming by.) (She will be in charge of activities) (She will tell the younger wives what to do and prepare)
- She doesn’t really like the white people. (She plans to serve them mashed turnips when they come)
- She knows they hate mashed turnips. (She wants them to visit so she can have control over white people while they are there)

*The description of Mrs Hudson’s words and actions tell the readers who she is without knowing what she actually looks like.*

**ACTIVITY :**

1. With a group of four or five other students, take the part of a different character in Chapter Three. Study the description of the character you choose, how he or she acts and speaks. Try to visualize what traits your character has.

2. Choose a character from Chapter Three. Pretend that you are that character and describe yourself to the class. Have the class guess which character you are portraying.

3. Discuss the following questions:
   - A. How important is physical appearance?
   - B. How much can one really tell about a person from the way he or she looks?
   - C. Brainstorm a list of idioms or proverbs that could support or disprove the answers to the above questions.
WATO CHARACTER STUDY

Select examples from your story that reflect personality traits of a specific character.

**STORY:** ________________________________________________________________

**CHARACTER:** _________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>EXAMPLES FROM THE STORY</th>
<th>WHAT PERSONALITY TRAITS DOES THIS SHOW?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORDS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THOUGHTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OPINIONS OF OTHERS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STATE WHETHER THIS CHARACTER IS STATIC OR DYNAMIC. Give your reasons.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Most cultures in the world have their fair share of fables. A fable is a story in which animals or objects act like human beings and a moral or lesson is taught. A fable is an example of an extended personification.

In Section Two, Jim Wallace recounts the fable of the swimmer.

**ACTIVITIES**

1. **REREAD** the fable of the swimmer.
2. **Answer these questions:**
   - How does the swimmer behave like a person in this fable?
   - What is the moral of this fable?
   - What relevance do you think it has for Jim Wallace and the other Indians?
   - Why do you think the author includes this fable?

---

**SECTION THREE : Chapters 8—11**

**Vocabulary :**

seiners, permeate, exultant, abalone, Evensong, billeted, grouse, radiance, taunt, gig, midwife, glade, leaden, hegiras, breech

**Focus Questions :**

Why do the villagers resent the young ones when they come home from the white man’s school? How have the potlatches changed in Jim’s lifetime? How does Gordon’s family react to the loss of the mask? What do the villagers believe about their relationship with nature?

**Suggested Activities :**

* Complete a vocabulary exercise.
* Respond to quotations
* Complete an RWS worksheet.
* Write a diary / journal entry.
1. **CREATE A WORD STRIP**. Choose ONE word from the list.

2. Make a word strip similar to the one below:

<table>
<thead>
<tr>
<th>WORD</th>
<th>ILLUSTRATION</th>
<th>DEFINITION</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ermine</td>
<td></td>
<td>A stoat, which is normally brown but develops a white winter coat. Then it</td>
<td>Prince Charles wore an ermine cloak.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>is called an ermine. Its fur is also called ermine.</td>
<td></td>
</tr>
</tbody>
</table>

3. Exchange strips with other students, until each one in the class has been able to find and study a strip for each word on the list.

**RESPONSES TO QUOTATIONS**

**GROUP WORK**

In groups of four or five students, choose ONE of the quotations from this section.

- Describe its CONTEXT
- Explain what your group thinks it MEANS.

1. “They do not remember the myths, and the meanings of the totems. They want to choose their own wives and husbands.”

2. She was a pretty girl, her hair carefully cut and waved, her fingernails red, the heels of her slippers very high.

3. “What have you done to us? What has the white man done to our young”?

4. “When he tires of her, she will be alone in a world for which she has had no preparation.”

5. “You suffered with them, and now you are theirs, and nothing will ever be the same again.”
Reread the description of the family heirloom, which belongs to Gordon’s family, in Chapter 8.

Summarise the events leading up to its sale for only fifty dollars.

Below is a list of characters who are or may be affected by its sale. Imagine they are writing dairy entries describing the sale and their feelings about the incident. Choose ONE character and write as if you were that person.

◊ Gordon ◊ Marta ◊ Keetah’s sister
◊ Keetah ◊ Jim ◊ Caleb
◊ Mark Brian ◊ Chief Eddy ◊ Peter the Carver
◊ The Bishop ◊ the teacher ◊ the man who bought the mask
◊ Mrs Hudson ◊ Gordon’s uncle ◊ T.P. (Gordon’s grandfather)

---

**Reminders for writing a diary entry**

- **PLAN before you write**
- Have a date.
- Have a greeting, or salutation e.g. *Dear Wally,*
- Your introduction describes past events. Use the past tense.
- This is personal writing. You may use contractions and express feelings and emotions.
- Refer closely to the text for authenticity.
- Remember that voice is an essential aspect of diaries.
- Have a short concluding paragraph.
- Your close should include just one name.
- EXCHANGE writings with another student for feedback.
SECTION FOUR:

Chapters 12–17

Vocabulary:
slovenly, boisterous, torrential, amenities, macabre, prodigious, ill-kempt, anachronism, tenet, ominous, affable, crimson

Focus Questions:
How do the villagers build a new vicarage? How does the anthropologist show her disrespect for the Indians? How has the village changed Mark? How has Gordon changed? How is the cedar important to the villagers? What changes does Caleb foresee for the village?

Suggested Activities:
- Complete a vocabulary exercise.
- Complete an RWS worksheet.
- Comprehension questions.
- Respond to quotations
- Word study: synonyms
- Writing an obituary

The Kwakiutl tribe, like the people of the Pacific, used mainly wood and stone as their tools. Yet they were able, like the Pacific islanders, to build extremely sea-worthy boats, allowing them to catch even whales. Some boats were up to 18 metres long and almost 3 metres wide.
MATCHING

MATCH the vocabulary word in the middle column, to its synonym on the right, and its definition on the left.

<table>
<thead>
<tr>
<th>DEFINITION</th>
<th>WORD</th>
<th>SYNONYMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>pleasant and friendly in disposition (adjective)</td>
<td>slovenly</td>
<td>conveniences, comforts, facilities</td>
</tr>
<tr>
<td>the collective body of men and women ordained as religious ministers. (noun)</td>
<td>boisterous</td>
<td>carmine, ruby</td>
</tr>
<tr>
<td>huge in size, area, power, etc. (adjective)</td>
<td>affable</td>
<td>sloppy, dishevelled, untidy, slovenly</td>
</tr>
<tr>
<td>a deep or vivid red colour (noun)</td>
<td>macabre</td>
<td>apocalyptic, dire, fateful</td>
</tr>
<tr>
<td>fast, violent and overwhelming, especially water. (adjective)</td>
<td>tenet</td>
<td>congenial, sociable, amiable</td>
</tr>
<tr>
<td>a religious belief or principle</td>
<td>torrential</td>
<td>ecclesiastic, preachers, clerics</td>
</tr>
<tr>
<td>offensively loud and insistent (adjective)</td>
<td>amenities</td>
<td>massive, immense, vast, mighty</td>
</tr>
<tr>
<td>marked by uncleanliness and disorder (adjective)</td>
<td>prodigious</td>
<td>cataclysmic, inundating, swamp- ing, flooding</td>
</tr>
<tr>
<td>portending future disaster (adjective)</td>
<td>ill-kempt</td>
<td>doctrine, dogma, teaching</td>
</tr>
<tr>
<td>shockingly repellent, or to do with unwholesome matters. (adjective)</td>
<td>clergy</td>
<td>clamorous, strident, loud-mouthed</td>
</tr>
<tr>
<td>marked by an absence of cleanliness and order (adjective)</td>
<td>ominous</td>
<td>messy, slipshod, slapdash</td>
</tr>
<tr>
<td>anything that increases physical comfort (noun)</td>
<td>crimson</td>
<td>morbid, sick, ghastly, horrible</td>
</tr>
</tbody>
</table>

WORD STUDY

Accomplished writers like Margaret Carven are very clear and concise in their choice of words. They choose their words to help create vivid images for readers. This means not using just any word when it comes to writing a story.

For example, the word “walk”. It has many synonyms which mean almost the same, but do not always create the same picture in the readers’ minds.

Read the following sentence: Mark walked across the grass. What mental picture do you have?

Now try using these different synonyms for “walked”:

Mark strode across the grass. Mark staggered across the grass
Mark waddled across the grass. Have your mental images changed?
**ACTIVITY**

**BUILD UP** two columns like the columns below, list all the synonyms you can find for the two words:

<table>
<thead>
<tr>
<th>Walk</th>
<th>Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
<td>_____________________</td>
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<tr>
<td>_____________________</td>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
<td>_____________________</td>
</tr>
</tbody>
</table>

Discuss how each word you have chosen adds a different dimension to the images in your mind.

**READING COMPREHENSION**

1. Summarise **THREE important events in this section**, in one paragraph.
2. Who writes down the stories of the past? Why is this task important?
3. What do the villagers do when the bishop comes to the village?
4. How does the anthropologist view the villagers? How can you tell?
5. How do the villagers repay the anthropologist?
6. What advice does Mark give to the boys who are leaving for the white man’s school?
7. How is Ellie finally able to get away to school?
8. Where do the village elders take Mark, and what do they do there?
9. Describe how school has affected Gordon.

The bright Vancouver lights.
In this section, a very colourful character dies. His name is Calamity Bill. A Year 12 student was inspired to write this obituary for Calamity Bill. An obituary is an article placed in a newspaper, by relatives or friends of a deceased person. It tells about a person’s life, what was important to him or her, and what was special about the deceased.

After reading it, see if you can improve it by adding any details from the story that would better portray the person that he was.

**Calamity Bill 1904—1969**

Calamity Bill passed away in February of this year, 1969, aged sixty-five, at his residence. This logger lived a very adventurous and brave life. Although he lived a lonely life, he was always busy. He will always be remembered in our hearts. Calamity is now at peace in the happy logging country.
SECTION FIVE:
Chapters 18-23

Vocabulary:
staunch, pious, anguish, fragrant, inhospitable, platitudes, poignancy, efficacious, garb, unctuous, unseemly, agony

Focus Questions:
Why does Keetah return to the village? What does Marta see when she looks at Mark? What has Mark learnt about living in the village? What does Mark do for Calamity Bill? Why does Marta reply the way she does when Mark tells her that the has heard the owl call his name? What role does the white teacher play in this novel?

Suggested Activities:
- Complete a vocabulary exercise.
- Complete an RWS worksheet.
- Comprehension questions.

* Respond to quotations
* Word study: parts of speech
* Write a eulogy

VOCABULARY

Working in pairs, take turns using the vocabulary words in **List A** in sentences. Use the suggestions in **List B** to build your sentences around. Study and discuss the example below before you begin your pair work.

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. agony</td>
<td>injury / knife OR grief / loss</td>
</tr>
<tr>
<td>The injury caused by the sharp knife had him screaming in agony.</td>
<td></td>
</tr>
<tr>
<td>Her grief at the loss of her dear friend caused her to weep in great agony.</td>
<td></td>
</tr>
<tr>
<td>2. staunch</td>
<td>believer / beliefs OR party / politics</td>
</tr>
<tr>
<td>3. pious</td>
<td>lady / service OR missionary / knelt</td>
</tr>
<tr>
<td>4. anguish</td>
<td>soul / cry OR death / child</td>
</tr>
<tr>
<td>5. fragrant</td>
<td>flowers / attractive OR cooking / dish</td>
</tr>
<tr>
<td>6. inhospitable</td>
<td>unwelcoming / group OR villagers / irritated</td>
</tr>
<tr>
<td>7. platitudes</td>
<td>unacceptable / them OR funeral / meaningless</td>
</tr>
<tr>
<td>8. poignancy</td>
<td>death / touching OR story / sad</td>
</tr>
<tr>
<td>9. efficacious</td>
<td>medicine / cough OR yoga / stress</td>
</tr>
<tr>
<td>10. garb</td>
<td>bright / attractive OR training / unwashed</td>
</tr>
</tbody>
</table>
Find correct word forms, or parts of speech for each word on the table below. Where there is an X, there is usually not a word form for that part of speech.

1. Using a TEXC paragraph, summarize three important events from this section.
2. Who dies as Mark sits with him?
3. How are family rights and ceremonies passed down to Jim?
4. Compare a potlatch to a local ceremony you know about.
5. In what ways are the ceremonies described here similar or different from your own culture?
6. Who now realises that the young vicar is dying? Quote a sentence or phrase to support your answer.
7. What does Mark mean when he says that in the village, “only the fundamentals count“?
8. When does Mark realise he is going to die soon?
9. How does mark spend his last days?
10. If you were in Mark’s shoes, would you do the same? If not, what would you do differently, and why?
<table>
<thead>
<tr>
<th>PAGE IN TEXT</th>
<th>QUOTE</th>
<th>MY PERSONAL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>When clamming was on, all else waited, even church</td>
<td>In my society, this would never happen. Church always comes first on a Sunday.</td>
</tr>
<tr>
<td>59</td>
<td>When Gordon’s uncle was very drunk, he sold the giant mask. The white man paid fifty dollars for it......</td>
<td>I think of how the first Europeans tricked our ancestors into selling large pieces of land at such ridiculously low prices.</td>
</tr>
<tr>
<td></td>
<td>To let him go. To keep a part of him here in this village with his own people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It was death reaching out his hand, touching the face gently, even before the owl had called the name.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How could he live again in the old world he had almost forgotten, where men throw up smoke screens between themselves and the fundamentals ......?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>And when you build Keetah a house, let her plan it with you. And don’t leave her alone in the village too long.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Past the village flowed the river, like time, like life itself, waiting for the swimmer to come again on his way to the climax of his adventurous life, and to the end for which he had been made.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To join the others was to care, and to care was to live and suffer.</td>
<td></td>
</tr>
</tbody>
</table>
From the outset, although he is unaware, readers are informed that Mark Brian has only about two years to live. Many have great difficulty with accepting death—either their own, or someone they love.

In the novel *I Heard the Owl Call My Name*, Mark is just beginning to live and understand life, while ironically, his body is dying. He comes to understand what the fundamentals of life really are. He becomes familiar with loneliness and death, as this is what he has to contend with almost on a daily basis in his work as a parish priest, or vicar. He learns “enough of the meaning of life to be ready to die.” Mark is like the swimmer in Jim’s fable, who spends his time in the river of life doing the work he was meant to do, and then dying, not in sadness, but in triumph.

At a funeral, the friends and relatives of a deceased person may give a eulogy. A eulogy is a speech or piece of writing, praising a person or an object, especially a person who has recently died.

**Read the eulogy below, given at the funeral of a well-known entertainer.**

Reverend Father, Mr Premier, ladies and gentlemen: I have been asked to say some brief words about John O’Keefe who so recently passed from us.

I knew him as an impish four-year-old when he first came to school. I knew him as a lively, noisy, thirteen-year-old, an argumentative, loveable, unpredictable source-of-all-knowledge student, and as the brash young man who took the mike from sad vocalists at school dances. I once told him, “O’Keefe, some day you’ll lead a revolution,” but I didn’t know what it would be. Then it burst. He flooded Australia with happiness as he leapt into the world of music.

He was never a man to do things by halves. For he was intelligent, ambitious and talented. He knew his limitations. He had strong likes and dislikes, was fiercely loyal and his sense of humour was sparkling and infectious. His life was clouds and sunshine and his tragedies you know. He gave to others of his talents, of his time, of his possessions, of his love as though from an endless supply. For me, he did a thousand thoughtful things. I entered hospital one year at two o’clock for heart surgery. John came to see me at twenty past. When I was recovering, he rang to say he had prayed for me at mass the previous Sunday.

And now he has passed into eternity, the world is weeping. But our tears are not without hope. For in this most holy place, on this very spot just here below the pulpit where I stand, John O’Keefe, in peace has answered the summons of the angels of God to life eternal. This was the faith of John Michael O’Keefe.

Adapted from F.D. Marzorini’s eulogy for John O’Keefe.
Mark Brian was not a famous man, and he did not accomplish any newsworthy feat or deed. However, he won the hearts of the villagers, and they considered him to be one of them.

Plan and write a eulogy for Mark Brian. Choose to be one of the characters in the novel and write from his or her perspective.

Present your eulogy in class as part of an oral assessment. Use the rubric below to gauge the effectiveness of your presentations.

RUBRIC FOR ORAL PRESENTATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>INEFFECTIVE</th>
<th>SATISFACTORY</th>
<th>EFFECTIVE</th>
<th>OUTSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE OF THE SUBJECT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The speaker’s knowledge of the subject :</td>
<td>The speaker’s knowledge of the subject :</td>
<td>The speaker’s knowledge of the subject :</td>
<td>The speaker’s knowledge of the subject :</td>
</tr>
<tr>
<td></td>
<td>● Is inaccurate</td>
<td>● has some flaws.</td>
<td>● is mostly accurate</td>
<td>● is accurate throughout</td>
</tr>
<tr>
<td></td>
<td>● lacks quality</td>
<td>● Has done minimal research</td>
<td>● is well informed</td>
<td>● convincing</td>
</tr>
<tr>
<td></td>
<td>● lacks focus</td>
<td>● Has some focus</td>
<td>● is focused</td>
<td>● is very focused on what is needed</td>
</tr>
<tr>
<td></td>
<td>● shows lack of understanding</td>
<td>● Shows some understanding</td>
<td>● shows understanding</td>
<td>● shows in-depth understanding and awareness</td>
</tr>
<tr>
<td>AWARENESS OF AUDIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The speaker shows lack of awareness of audience through :</td>
<td>The speaker shows awareness of audience through :</td>
<td>The speaker shows awareness of audience through</td>
<td>The speaker shows awareness of audience through</td>
</tr>
<tr>
<td></td>
<td>● lack of evidence, illustrations or other details.</td>
<td>● Some attempt to show evidence, although still not enough.</td>
<td>● Very appropriate use of evidence, etc.</td>
<td>● highly appropriate explanations and evidence.</td>
</tr>
<tr>
<td></td>
<td>● Inappropriate choice of words.</td>
<td>● Some appropriate language usage.</td>
<td>● Language is generally appropriate to audience.</td>
<td>● Well-chosen words that suit the audience.</td>
</tr>
<tr>
<td></td>
<td>● Lack of emphasis and logic</td>
<td>● Generally clear emphasis.</td>
<td>● Emphasis is clear to audience, logical and careful.</td>
<td>● Emphasizes important points clearly and well</td>
</tr>
<tr>
<td></td>
<td>Failing to monitor audience response.</td>
<td>Limited interaction with the audience.</td>
<td>● Good monitoring of audience responses.</td>
<td>● Adapting very well to audience responses.</td>
</tr>
<tr>
<td>PRESENTATION AND STYLE</td>
<td>The speaker does not follow the presentation outline .</td>
<td>The speaker follows a few aspects of the presentation outline.</td>
<td>The speaker follows the presentation outline except for a few aspects.</td>
<td>The speaker follows and uses the outline effectively :</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Attention getting opening</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Transitions are clear</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Points are supported by examples or stories</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Summary of points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● A memorable closing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Very little reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Audible</td>
</tr>
<tr>
<td>TIME</td>
<td>One minute or less</td>
<td>two minutes or less</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>More than 7 minutes</td>
<td>6 minutes</td>
<td>2 – 3 minutes</td>
<td>4 – 5 minutes</td>
</tr>
</tbody>
</table>
A. GROUP WORK:

1. Choose which element of the novel your group wishes to work on: characters, plot, setting, themes, etc.

   Discuss and create notes, using the activities from each section, and your own personal insights.

   Present your findings and reflections to the rest of the class.

2. Write any questions which may be answered in a sequel to this novel.

   Exchange with another group, who will try and answer your question(s).

   Share your answers with the rest of the class.

B. VIEWING OF THE FILM.

If you have the opportunity, watch the film version of the novel and then answer the following questions:

1. The opening scenes of the film alternate between a cathedral in Vancouver and a graveyard in Kingcome. Why do you think the film director has done this?

2. Who directed the film?

3. Who acted the part of Mark Brian?

4. What is the theme song for the film? Why do you think the director chose this theme?

5. Note the scenes where the theme is played. Suggest reasons for this.

6. Note down any similarities between the film and the novel.

7. How has the film expanded or enhanced your understanding of the novel?

8. What issues were highlighted in the first part of the film and are resolved at the end?

9. Why do you think there are some noticeable differences between the novel and the film?

10. If you were to vote, which do you prefer, the novel or the film? Give valid reasons for your choice.
C. CONTINUING CONVERSATIONS

Working in pairs, create a thoughtful, interesting and relevant dialogue or conversation on any ONE of the following topics.

1. Keetah and Jim plan their new life together.
2. Mrs Hudson helps Keetah plan her wedding.
3. Keetah and Jim reminisce about Jim and Mark’s friendship.
4. Gordon returns to the villages and asks Jim about the slide.
5. The bishop discusses with the teacher the real meaning of life.
6. T.P and Marta talk about the positive effects Mark had on the village.

OR Think of another situation, run it by your teacher and create your conversation.

D. THINK—PAIR—SHARE

1. Read and think about the meaning of the following quote:

A child who reads will be an adult who thinks.
2. Go back and answer the questions in the anticipation guide at the beginning of the unit, BEFORE you read the novel. Have any of your opinions changed? How has reading the novel changed your opinions?

3. Share your reflections with another student, and then in bigger groups.

E. WRITE A BOOK REVIEW.

What is the purpose of a book review?

A book review tells not only what a book is about, but also how effectively it has achieved its purpose. There are many different types of book reviews which serve different purposes. Book reviews may appear in newspapers, magazines, journals and in specialized review publications.

All book reviews tell the reader something substantial about the book, thus sparing the reader from having to read it themselves. After reading the review, the reader may want to do one of several things: buy the book and read it, check it out from a library and read it, buy a copy for a library so its patrons can read it, borrow it from someone who already has it and read it, or decide that the book is not worth it, because it is of no interest or because it is of poor quality.

The audience for book reviews will vary by publication. Newspapers and popular magazines publish book reviews to inform their readers about important or interesting new titles or books. They are aimed at a popular audience and review works of fiction and non fiction that are geared to their taste in reading. Other book reviews are targeting librarians, informing them about new editions which they may wish to order for their libraries. There are also more scholarly reviews which appear in scholarly journals. These reviews evaluate books for other members of their chosen profession.

The reviewer summarises, analyses, evaluates and judges the contents of a book. Reviewers bring together accurate, analytical reading and a strong personal response when they write about a book. They answer not only the WHAT but the SO WHAT questions about the book. In actual fact, a book review is an example of literary analysis.

SUGGESTED STRUCTURE OF A BOOK REVIEW (FICTION):

1. TITLE AND AUTHOR
2. AUTHOR’S VIEWPOINT AND PURPOSE
3. SUMMARY OF BOOK (EVIDENCE TO SUPPORT AUTHOR’S VIEWPOINT)
4. COMMENT ON AUTHOR’S STYLE
5. CONCLUSION WITH FINAL ASSESSMENT AND RECOMMENDATION TO READERS.
Below is a sample book review. Answer the questions and then use your findings to plan, draft, peer evaluate and rewrite a review of the novel, “I Heard the Owl Call My Name.”

<table>
<thead>
<tr>
<th>TITLE AND AUTHOR</th>
<th>THE POWER OF ONE (Bryce Courtenay)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are the book’s title and author mentioned?</td>
<td></td>
</tr>
<tr>
<td>Who is the reviewer?</td>
<td>James Chute</td>
</tr>
<tr>
<td>RELEVANT QUOTE</td>
<td>“First with the head, then with the heart, that way small can beat big.”</td>
</tr>
<tr>
<td>Why insert a quote?</td>
<td>In this fictional autobiography, Bruce Courtenay gives us Peekay, whose unusual name is derived from the initials P.K. Peekay earns this name as a very young boy at a boarding school in South Africa. There, in response to bullying, he starts to wet his bed and is called Pisskop. He is taught how to overcome this weakness by Inkosi-Inkosikazi, a powerful medicine man. The medicine man teaches Peekay to hypnotise himself into being brave enough to face any challenge.</td>
</tr>
<tr>
<td>SUMMARY OF BOOK</td>
<td>Peekay is torn away from his greatest ally, his black nanny, Mary Madoma, when his widowed mother goes to live with his grandfather. Peekay is put on a train and has to journey for several days across South Africa. On the train he meets Hoppie, a champion boxer, whom Peekay idolises. Peekay’s mother joins a fundamentalist Christian church, whose members have very strict rules. Peekay’s life is ruled by these members and their views. His refuge in these times is his grandfather.</td>
</tr>
<tr>
<td>What kind of book is it?</td>
<td></td>
</tr>
<tr>
<td>Where is the story set?</td>
<td>South Africa</td>
</tr>
<tr>
<td>What problems confront Peekay in his childhood?</td>
<td>Peekay is a child prodigy. He is highly intelligent and learns complicated botanical names as if they were three-letter English words. He meets Dr Von Vollensteen, a botanist who is also a former concert pianist. When Doc is interned as an enemy alien during World War I, Peekay visits him weekly, also illegally supplying prisoners with tobacco. On these visits, Peekay meets Geel Piet and Lieutenant Smit. Both help him develop his boxing talents. Despite his small size, Peekay is determined to become a boxer.</td>
</tr>
<tr>
<td>How are the problems solved?</td>
<td>Peekay goes to secondary school as a scholarship winner. He continues to confront racist South African figures such as policemen. He does not win a coveted scholarship to Oxford University and we leave Peekay being taught more of life’s lessons by the copper miners of Northern Rhodesia.</td>
</tr>
<tr>
<td>What problems best Peekay?</td>
<td>At times Courtenay writes with great sympathy and feeling. His description of Peekay’s journey across South Africa makes us want to meet people like Mr Patel, Hoppie and Big Hettie. He explores what it is to be lonely, a foreigner, underweight and short at a new boarding school. But, Peekay is such a clever, talented child, that he is not totally believable as a character. Peekay should have had a few more weaknesses in his character.</td>
</tr>
<tr>
<td>What people does Peekay meet?</td>
<td>Despite having such an angel as its hero, the book is a good read. It has the added benefit of having a strong theme—learning to stand alone. The Power of One is an inspiring book and all adolescents should be encouraged to read it.</td>
</tr>
<tr>
<td>How do they affect his life?</td>
<td></td>
</tr>
<tr>
<td>What kind of person is Peekay:</td>
<td></td>
</tr>
<tr>
<td>• his physique?</td>
<td></td>
</tr>
<tr>
<td>• his personality?</td>
<td></td>
</tr>
<tr>
<td>• his hobbies?</td>
<td></td>
</tr>
<tr>
<td>• how do these features help or hinder Peekay?</td>
<td></td>
</tr>
<tr>
<td>Does the reviewer reveal everything that Peekay experiences?</td>
<td></td>
</tr>
<tr>
<td>Give reasons for your answer.</td>
<td></td>
</tr>
<tr>
<td>COMMENT ON THE AUTHOR’S STYLE.</td>
<td></td>
</tr>
<tr>
<td>What has the author done well?</td>
<td></td>
</tr>
<tr>
<td>Are there any weaknesses in the book?</td>
<td></td>
</tr>
<tr>
<td>RECOMMENDATION.</td>
<td></td>
</tr>
<tr>
<td>Does the reviewer want you to read the book?</td>
<td></td>
</tr>
<tr>
<td>Give reasons for your answer.</td>
<td></td>
</tr>
</tbody>
</table>
The Language of Religion

Review the features of the Language of Religion below, then try to identify them in the samples given on the next page.

1. **Direct address** (When entities are being spoken to directly)

2. **Capitalisation of deity** (When the names or pronouns of gods begin with a capital letter to show respect/reverence for deity)

3. **Archaic language** (Old English, which adds dignity and nobility to an extract)

4. **Antithesis** (the placing of a sentence or one of its parts against another to which it is opposed to form a balanced contrast of ideas, as in “Give me liberty or give me death”)

5. **Symbolism**: the use of religious symbols to enhance imagery.

6. **Metaphor**: the use of direct comparisons to enhance and enrich understanding.

7. **Simile**: the use of “like” and “as” in comparisons to enhance and enrich the understanding of a text.

8. **Hyperbole**: (obvious and intentional exaggeration or overstatement) for dramatic effect.

9. **Personification**: bestowing human qualities on inanimate or non-human objects, used to enhance and enrich understanding of text.

10. **Allusion**: an implied or indirect reference to something, or someone in society, history, etc.

11. **Paradox**: (a statement that appears to be self-contradictory but may actually be true: You sometimes have to be cruel to be kind)

12. **Religious jargon**: (words and phrases or idioms which are peculiar to the language of religion) They give the language a formal tone.

13. **Inverted word order** (inversion) They stress the ideas which have been placed first, where they are not normally found in the usual sentences structure: Nevermore shall we meet.

14. **Repetition**: Words, phrases or structures are repeated for emphasis or to build up towards a dramatic climax.

15. **The use of the simple present tense**: This is used to state facts, a universal truth or routines and habits which are still being practised.

16. **The use of the past tenses**: They denote actions and events which have already taken place.

17. **The use of the future tense**: To indicate consequences and predictions

**Identify some non-linguistic features like**

18. **Enumeration**: the use of numerals, which assist in clarification and ease of reading and reference.

19. **Tone**: Words that express emotion (emotive words)

   Words that indicate the purpose of the extract (praise or inform or persuade)
PSALM 121: (Recited by Mark Brian at the funeral of the weesa-bedo)

1. I will lift up mine eyes unto the hills: from whence cometh my help.
2. My help cometh from the Lord, which made heaven and earth.
3. He will not suffer thy foot to be moved; he that keepeth thee will not slumber.
4. Behold, He that keepeth Israel shall neither slumber nor sleep.
5. The Lord is thy keeper; the Lord is thy shade upon thy right hand.
6. The sun shall not smite thee by day, nor the moon by night.
7. The Lord shall preserve thee from all evil; He shall preserve thy soul.
8. The Lord shall preserve thy going out and thy coming in, from this time forth and even for evermore.

(King James version of The Holy Bible)

QUESTIONS

1. Comment on the unusual use of capital letters.
2. Identify two examples of religious jargon and say how they affect the tone of the extract.
3. Comment on the use of metaphors in this extract.
4. Identify a use of symbolism. Explain its effectiveness.
5. Identify two archaic words. Explain why you think they are used.
6. Identify a non-linguistic feature used in this extract. Explain why it is being used.
7. Comment on the different tenses being used and explain why each tense has been used.
   
   i. simple present tense:
   
   ii. past tense:
   
   iii. future tense:

8. Identify some repetition and explain why it has been used by the writer.
9. What is the tone of this extract? Give examples from the extract to support your answer.
10. Explain why you think Mark Brian used this particular scripture at the weesa-bedo’s funeral.
Grandfather Great Spirit,
All over the world the faces of living things are alike,
With tenderness they have come up out of the ground.
Look upon your children that they might face the winds
And walk the good road to the Day of Quiet.

Great Grandfather Spirit,
Fill us with the Light
Give us the strength to understand and the eyes to see.
Teach us to walk the soft Earth
As relatives to all that live.

(A North American Indian prayer.)

Questions
1. Identify an example of direct address. Why is it found in this extract?
2. What do you think the “Day of Quiet” refers to?
3. What is the tone of this extract? Quote from the extract to support your answer.
4. What may the winds symbolise in this extract? Give reasons for your answer.
5. What do you think the phrase “the Light” is referring to? Give reasons for your answer.
6. Why does the word “Earth” begin with a capital letter?
7. Identify some religious jargon.
8. What is the purpose of this extract?
9. Comment on the tense used the most in this extract.

SAMPLE THREE      ( GROUP WORK )
1. Find a sample of the language of religion.
2. Discuss it in your group.
3. Create at least FIVE questions.
4. Exchange with another group.
5. Discuss and write your group’s answers.
6. Submit your answers for marking.
G. WRITING FOR EXAMINATION PURPOSES

A Year 12 student attempted to answer the following examination question:

“Select a novel or non fiction prose that you have studied and
(i) identify and describe two major conflicts (6 marks)
(ii) explain how relevant these conflicts are to your society (4 marks)“

This is what was done by the student:

Plan

2 conflicts

Youths leaving for mainland

Loss of culture

Loss of language

Relevance: happening here in my society.. unavoidable we need to learn to adapt and accept.

ESSAY

Margaret Craven’s novel, “I Heard the Owl Call My Name” is a novel where so many conflicts arise. Two of these conflicts are the influencing of the youth by a different society, and the deaths that occur. These conflicts and their effects are very relevant to my own society.

The young people of Kingcome leave for further education on the mainland. The parents are willing to let them go, because they understand the need for their young to become educated. What they cannot accept is the fact that they are coming back with a loss of culture. Mrs Hudson says of one of her grandchildren: “She will no longer be an Indian.“, and would be ashamed of her Indian family. Peter the Carver also says, “When the young leave, the world takes them and damages them. They no longer listen when the elders speak.” They also speak more English and less Indian. This is also happening in my own society. Many young people today are becoming more educated than their parents. They can speak more English. However, they have begun to lose their own language and outside influences have influenced their choices of dress and entertainment. This is causing our elders a lot of pain and stress.
Death is another source of conflict in the novel. From the time of Mark’s arrival to his own death, there are many deaths that occurred. On Mark’s very first day, he is confronted with the death of the young child. His first act as vicar is to prepare and perform the funeral for the “weesa-bbedo“. Gordon’s mother dies, during childbirth. The salmon die giving life. Calamity Bill dies in an accident. Finally, the hero of the novel dies. Death claims them all. In my society too, many children have died by drowning. Mothers have died giving birth to their children, leaving behind a sorrowful family. Workers have freak accidents at work and die. Illnesses like cancer and heart problems also take those who are still too young to die.

To conclude, it can be seen that in every society people go through similar conflicts. The older generation are not happy with what is happening with their youth. People die in many different ways and for different reasons, but they die because death is inevitable. The people in the novel and my own people are more alike than I thought.

Using past years’ examination questions, practise writing answers to the questions on the novel, using the suggested structure as outlined here.

THE REWARDS OF READING IN SIX WORDS

“Escape reality, live dangerously, explore beyond.” Mary Preston
“To relax and rejuvenate my mind.” Julieanne Bull.

To Sir With Love “Fuel for fantasy, facts for fun,” Lusia Tora

“To immerse myself in another life.” John Bingwor
MEDIA

UNIT TWO
A. Use oral language accurately and logically to communicate ideas and experiences effectively.

B. Read and view a variety of texts with understanding to demonstrate accuracy, appropriate rate and expression.

C. Write and present for a wide range of purposes and audiences with understanding a variety of texts and visuals to identify and interpret useful information available.

1. Define media
2. Identify and use text structure to comprehend a passage.
3. Develop better paragraph writing skills.
4. Read graphic organisers.
5. Develop skill in how to answer Reading Comprehension questions.
6. Identify types of verbs:
   i. transitive
   ii. intransitive
   iii. active
   iv. passive
   v. tenses in the passive voice
7. Study the parts of a newspaper
8. Do Active Reading
9. Review the Language of Newspaper Reports
10. Read, analyse and write an editorial.
11. Read, analyse and write a Letter to the Editor
12. Read, analyse and write an Opinion /Feature article.
13. Read, analyse and write a review.
14. Review the use of apostrophes.
15. Review and analyse Classified Advertisements.
16. Acquire new vocabulary
17. Review the Language of Advertising
18. Analyse and create an advertisement.
19. Complete further activities on a short story.
20. Study of the radio:
   a. Create a radio message
   b. Create a radio interview
   c. Evaluate interview using marking criteria.
21. Television and Film Study.
22. Discussions on the advantages and disadvantages of television
23. Poetry study.
24. The elements of film
25. Reading, analysing a film review.
27. Planning and writing a film review.
29. Writing an expository essay, using the examiners’ marking criteria.
MEDIA SEARCH

**BRAINSTORM** on a definition for the term “media”.

Begin with the sentence matrix: *Media is………………*

**SHARE** your definition with the class.

**ANSWER** the following questions:

1. What is the singular form of “media”?
2. Which part of speech is the word, “media”?
3. What are some purposes of the use of media?
4. Name some examples of media you are familiar with.
5. Which type of media do you use the most?

**Group work.**

1. **MOVE INTO GROUPS** according to your answer for number 5 above.
2. **Discuss** the advantages and disadvantages of the media of your choice.
3. **Write** down the results of your discussion onto posters which you can use to present your ideas to the rest of the class.
4. **Save your presentation** for another group activity later on in this unit.

**READING COMPREHENSION**

In the previous unit, you were introduced to a reading strategy called SQ3R. What do you remember about that strategy? How has it helped you improve as a reader?

In this unit, you will be introduced to another reading strategy which, if used well, can also improve your reading skills, both for examinations and for life.

The reading strategy is called **Text Structure**. As the title implies, readers identify and analyse how a piece of writing has been structured, in order to understand its contents better.

Once a reader identifies the basic structure of a text, he or she may then be able to read more efficiently, anticipate what the text may contain, and improve the reader’s ability to summarise the text and synthesise.
A topic, idea, place or thing is described by listing its features, characteristics or examples.

This structure describes items or events in sequence. It may also detail steps to follow or do in order to make or accomplish something.

A text with this structure tells about a problem and maybe why there is the problem. It also gives one or more possible solutions.

This type of text explains why something happened (CAUSE) and details what happened (EFFECT).

The text that uses this structure shows how two or more things are SIMILAR and/or DIFFERENT.

A. In groups:
1. READ the following paragraphs.
2. DECIDE which types of text structure each one uses.

Despite complaints from viewers, television commercials are not getting any more realistic. Their makers still present idealized people in unrealistic situations. Friendly shopkeepers stock only their favourite brand of toothpaste or coffee or tinned fish. A mother cleans and buffs her kitchen floor to a mirror finish so her baby can play on it. An attractive pregnant woman uses two babies, two packaged diapers neatly dissected and two ink blotters to demonstrate the diaper’s superior absorbency to her equally attractive and pregnant friend. They also persist in showing versions of male-female relationships that cannot exist in more than ten percent of all households. The girls hits her boyfriend over the head with a handbag because his bank card purchase for her is not approved. In another advertisement, a beautiful young woman falls and out of her bag rolls a perfume spray can. A young man walks by and ignores her outstretched hand, but picks up the perfume in victory, cheered on by his other male friends. What do advertisers know about us, or how we see ourselves, that makes them continue to plunge millions of dollars into these kinds of commercials?
Paragraph Two

The television shows we watch today on our television screens have some things in common with the television productions of twenty years ago. They have animation, colour and sound. However, many are of the opinion that that is where the similarities end. Twenty years ago, television shows were more limited in their scope. Now, the only limits are the producer’s imagination and sense of moral values. As a result, today’s television programmes cater to a much wider audience and range of tastes. In the old days, shows were much more restrained and they didn’t have such a global audience. Also, many television shows we are shown today may not be as tasteful or as family-oriented as the ones of twenty years ago. They may be more advanced and refined technologically, but they just aren’t better.

Paragraph Three

At this time the newspaper was having hard times. Year after year, the circulation had been dropping. The sales and circulation division was run by unmotivated and uncaring employees and the publisher knew little about how to get them fired up. Since sales was beginning to falter, employees were leaving. The younger employees with less emotional ties to the company were not satisfied to stay with a newspaper that was in danger of folding. Many of them found employment in other towns and publishing firms. Moreover, so many readers had stopped subscribing that the publisher was trying to let go of as many employees as he could. This greatly reduced the number of workers. More work was demanded more and more of the remaining employees. Consequently, these employees found their leisure hours greatly reduced as they ran themselves almost ragged trying to do the work of two, maybe even three. Hard times had come to The Fiji Tribune.

Paragraph Four

My name is Avery Ryan. I was a victim of cyber crime. It was the beginning of the Internet. I was a behavioural psychologist and I had a practice in New York. Like you, I posted on social media, checked my bank account statement online, even kept the confidential files of my psychological patients on my computer. Then I was hacked. One day all my patients’ files were stolen from my computer and all their secrets went public. Next I lost my career and my practice, but more importantly, one of my patients was murdered. My investigation into her death eventually led me to the FBI where I joined a group of cyber experts to wage a war against a new breed of criminal hiding under deep web, infiltrating our daily lives in ways we’ve never imagined. They are faceless, nameless, lurking inside our devices, just a keystroke away. It can happen to you. (Adapted from the Television series: CSI Cyber.)
Paragraph Five.

One of the most telling examples of the profound influence that Internet piracy has had on the local music industry is the sale of retail CDs. CD sales used to be one of the key indicators that was used to measure which albums were the most popular with the public. As a growing segment of the public migrated to digital music and Internet piracy, sales of retail CDs dropped dramatically amongst young consumers. Today, most people who choose to download music illegally, do so by using new peer-to-peer networks which are capable of handling massive amounts of data very quickly. These networks are notoriously popular with individuals who illegally upload and download unlicensed copies of data of their choice. Maybe, local musicians and music companies can do what dozens of major record labels have opted for. They have begun to offer legal tracks through peer-to-peer networks, in order to distribute content on their own terms and avoid its piracy.

A good paragraph has coherence because all the ideas in the paragraph are connected. One way of creating coherence is by using transitional words and phrases to connect ideas. The following chart lists some common words and phrases which may be used to make transitions.

| Comparing and contrasting ideas | also, although, and, another, but, however, instead, too, yet, differ from, similar to, in contrast, alike, as well as, the same as, on the other hand, either....or...., not only...but also... | (Also look for – ‘est’ words: best, fewest, tallest, etc.) and comparatives: ‘er’ words: bigger, better, etc. |
| Showing cause and effect/ narration | as a result, because, consequently, for, since, so, so that, therefore, the reason being, reasons for |
| Showing sequence/time/ narration | after, at last, before, finally, first, next, often, then, until, when, not long after, meanwhile, on (a date), at (time), prior to, in the end, simultaneously |
| Showing place/description | above, around, before, beneath, beside, down |
| Description: explanation by listing characteristics and examples | For example, characteristic are, such as, looks like, for instance, most important |
Problem and solution
The author states a problem and lists one or more possible solutions to the problem.
May also include the pros and cons for the solutions.

the problem is, the dilemma is ..., the puzzle is ..., solved, question, answer, because, since, this led to ..., the main difficulty is ..., one possible solution is ..., one challenge faced, therefore, so that

NOW GO BACK to the five paragraphs and find those transitional words which have been used by the writers.

These paragraphs may also be analysed by asking some standard questions of the text:

• What specific place, thing, person event or concept is being described?

• How is the subject described? How does it work? What does it do? What does it look like?

• What are the most important attributes, traits, features or characteristics?

• How can the subject be classified? For example the mynah may be classified as a type of bird.

• What sequence of events is being described?

• What are the major events or incidents that occur?

• What are the steps, directions or procedures to follow? What must be done first, second, third, etc.?

• What is the final outcome, event or step?

• What is/are the problem(s)?
  • Who has the problem?
  • What is causing the problem?
  • What is wrong and how can it be taken care of?
  • What solutions are recommended or attempted?
  • What can be improved, changed, fixed or done?
One more way these texts may be analysed is by using graphic organisers (GOs) to help you visualise how the texts may have been structured.
**CYCLE CHART** is used to show sequence of events. **TIMELINES** and **STEPS** may also be used.

**SOLUTION:** Offer legal tracks through peer-to-peer networks

**PROBLEM 1:** The onset of digital music.

**PROBLEM 2:** The growth of Internet piracy

**PROBLEM 3:** The loss of income through problems 1 and 2.

**VENN DIAGRAM FOR COMPARING AND CONTRASTING**

**DIFFERENCES**

- **Today:** more technologically advanced, wider audience, limitless possibilities, less restrained, more genres.
- **20 years ago:**
  - More family-oriented, less choices, more restrained, less viewers, better.

**SIMILARITIES**

- They have sound, colour and animation.
B. Still in your groups:

I. Read and discuss the following passage, using the TEXT STRUCTURE reading approach:

   A. Ask questions.
   B. Look for transition words.
   C. Use a graphic organiser.

II. When your group feels like you understand the passage, write answers to the questions.

The world has inherited profound changes in lifestyles and social interaction from past industrial revolutions. The first industrial revolution consisted of a wave of technological advances based on the utilisation of iron and coal. These gave birth to producer-oriented machines, which made possible the mass production of goods in factories. The second industrial revolution was triggered by a series of innovations incorporating new materials like plastics and they were powered by oil and electricity. The third industrial revolution of the late 20th century has been spearheaded by technological breakthroughs stemming from the development of computer networks; a system of connecting computers and workstations. These advances have sparked the Information Revolution.

Three dimensions exist in the Information Revolution that is changing the way that we live and work. The first dimension of the Information Revolution is an industrial and technological revolution. Recent advances in digital technology have given rise to open data networks, greatly boosting the efficiency of information processing and communications in offices, homes and factories. We are entering an era in which computing power and telecommunications bandwidth and spectrum have become so plentiful and cheap as to be available in abundance to nearly everybody. Networking will allow a leap forward in the performance of today’s workstations and personal computers. The latter, as stand-alone machines, already rival and will soon surpass in power, previous generations of super computers.

The second dimension of the Information Revolution is a social revolution. Modernization can be interpreted as a process in which individuals or groups compete with the immediate objective of acquiring and amassing the means to control others in order to better attain their ultimate ends. Since ancient times, three kinds of actions have been used to control others: threats and coercion, trade and exploitation, and persuasion and inducement.

Now in the early years of the 21st century, we find ourselves in the Age of Information, and of using reason and wisdom. Today’s key players are organizations which are championing a new set of socially ordained information rights consisting fundamentally of: the rights to information, security, priority and privacy.

The third dimension of the Information Revolution is political. Information is perhaps the
most powerful tool available to people, one that opens up new possibilities for the
eexercise of both rights and responsibilities.

Modernisation has created a new class of people who dwell in the virtual world of
computer networks and engage in the task of sharing information and knowledge. In
fact, the percentage of such groups is growing daily. Such “information – rich” groups
have amassed enormous power in the last few years, and ultimately, this new class of
people could become a leading voice for direct, participatory “electronic democratiza-
tion”.

(Adapted from: “A Perspective on the Significance of the Information Revolution” by
Shumpei Kumon)

C Quote, Summarise & Paraphrase

When it comes to answering short constructed response or open-ended
questions, it is essential to use evidence from the extract to support your
thinking. There are three ways you can incorporate this evidence from the
text into your answer: you can QUOTE, SUMMARISE or PARAPHRASE.

QUOTE

* to use
some of the text
EXACTLY the way
it appears.

* remember
to use quotation
marks and give
credit to the
author.

SUMMARISE

* to give a
shortened version
of the text.

* does NOT
include your
opinion.

PARAPHRASE

* to put the

text into your

own words.

* be careful
not to plagiarise.

Another thing to remember when using details from the text to support
your answer is to use transition words or phrases to tie your quote,
summary or paraphrase into the rest of your answer. You may try any of
these:

• according to the text (author), ... * when the text states........
• on page/in line___it says.... * I know this because........
• from the reading, I know..... * for example,...........
• I know this because the text states........
D. Answer the following questions based on the text in part B.

You may quote, summarise or paraphrase if you need to.

Answer each question using complete sentences.

1. How many industrial revolutions are mentioned in the passage?
2. List the three dimensions of the Information Revolution.
3. To what does the word These in the first paragraph refer to?
4. Identify a difference between the first and second revolutions.
5. What is the basic cause of the Information Revolution?
6. Why have communications in offices, homes and factories become efficient?
7. What were computing power and telecommunication bandwidth and spectrum like before the new era which the extract is discussing?
8. Why do people compete with one another?
9. Three control mechanisms are identified in the third paragraph. Under which of these mechanisms can the Information Revolution be classified? Quote a word or phrase from the fourth paragraph to support your answer.
10. Explain what the phrase dwell in the virtual world of computer networks means.
11. Why has the new class of people become very powerful?
12. From the list given, write down the word closest in meaning to each given word, as it is used in the passage.

utilization (paragraph 1) : mixing, industry, use, power.

Amassing (paragraph 3) : distributing, collecting, destroying, removing.

fundamentally (paragraph 4) : basically, only, unquestionably, originally.

ultimately (paragraph 6) : immediately, simultaneously, previously, eventually.

13. Summarise the last THREE paragraphs into a paragraph of about 90–100 words.
A. READ and discuss the following tables in pairs, groups and with the whole class.

Table 1

<table>
<thead>
<tr>
<th>TRANSITIVE VERBS</th>
<th>INTRANSITIVE VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>express action upon a direct object.</td>
<td>express action without a direct object</td>
</tr>
<tr>
<td>She turned on the television.</td>
<td>My phone just died.</td>
</tr>
<tr>
<td>The show fascinated them.</td>
<td>Our experiment with the earphones failed.</td>
</tr>
<tr>
<td>Bill Gates founded Microsoft.</td>
<td>Mistakes were made.</td>
</tr>
</tbody>
</table>

ACTIVE VERBS

express an action of some kind.

She tried to download the data.
The music helps me relax.
The Canadians claim Blackberry.

BEING VERBS

express a state of being or identity.

Katniss feels alienated.
The maze runners were the fittest.
This new device looks promising.

Table 2

Sentences can be written using either the ACTIVE or PASSIVE VOICE. Voice is a property of transitive verbs. It refers to how you express action with the verb—with the subject performing the action, or receiving the action.

It is the verb which signals the voice of a sentence.

The voice of a verb describes the relationship between the action the verb expresses and the subject or object of the action.

THE ACTIVE VOICE: The subject performs the action expressed by the verb.

Computers have changed the way people interact.

subject (doers of action) verb (action) object (receiver of action)

THE PASSIVE VOICE: The subject receives the action expressed by the verb.

The way people interact has been changed by computers.

Subject (receiver of action) verb (action) object (doers of action)
<table>
<thead>
<tr>
<th>ACTIVE VOICE</th>
<th>PASSIVE VOICE</th>
</tr>
</thead>
</table>
| **PRESENT SIMPLE**  
make  
They make films in Bollywood. | **1.PRESENT SIMPLE**  
am/is/are made  
Films are made in Bollywood. |
| **PRESENT CONTINUOUS**  
am/is/are performing  
They are performing a dance tonight. | **2.PRESENT CONTINUOUS**  
am/is/are being performed  
A dance is being performed tonight by them. |
| **PAST SIMPLE**  
wrote  
Margaret Craven also wrote articles for newspapers. | **3.PAST SIMPLE**  
was/were written  
Articles for newspapers were also written by Margaret Craven. |
| **PAST CONTINUOUS**  
was/were watching  
They were watching TV when I got home. | **4.PAST CONTINUOUS**  
was/were being watched  
TV was being watched when I got home. |
| **PRESENT PERFECT**  
has/have uploaded  
James has uploaded his presentations already. | **5.PRESENT PERFECT**  
has/have been uploaded  
His presentations have already been uploaded by James. |
| **PAST PERFECT**  
had read  
Mirry had read the book before she saw the film. | **6.PAST PERFECT**  
had been read  
The book had been read by Mirry before she saw the film. |
| **FUTURE SIMPLE**  
will text  
She will text you this evening. | **7.FUTURE SIMPLE**  
will be texted  
You will be texted by her this evening. |
| **GOING TO( INFINITIVE)**  
is/are going to write  
He is going to write the editorial this time. | **8.GOING TO( INFINITIVE)**  
is/are going to be written  
The editorial is going to be written by him this time. |

- The **passive voice** is acceptable in expository writing and when you want to focus on the object or recipient of the action rather than on the actor. Passive sentences are retained whenever the focus of the object is more important than the doer of the action, to avoid use of first person pronouns and to maintain detachment.
- The **active voice** is needed for vivid and direct writing.
B. Look back at the passage on the Information Revolution.

1. REREAD the first paragraph.
3. Copy down each sentence from each paragraph in the appropriate column.
4. Rewrite each sentence in the other voice in the appropriate column.
5. Check your work with another student. Discuss any differences you may have.

C. Journalism and newspaper writing use the passive voice regularly.

1. Look at the following headlines.

<table>
<thead>
<tr>
<th>First Fiji piracy victims reimbursed</th>
<th>Ba Musicians blamed over street riots.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass Valerua protest over emails.</td>
<td>Ten arrested in Tamsville iphone scams</td>
</tr>
<tr>
<td>PHS students investigated in cyberbullying incident</td>
<td>North anger over DVD shortage.</td>
</tr>
<tr>
<td>Savu accuses journalist of spying.</td>
<td>Local artistes Impress in Europe.</td>
</tr>
</tbody>
</table>

2. In pairs, discuss what you think each headline means.
3. Share with another pair.
4. Rewrite each headline in a complete sentence, using the active voice.
5. Rewrite each sentence in the passive voice.
GROUP WORK: The newspaper is a form of mass media that is well-established in Fiji. Do the following activity as you learn more about newspapers.

**NEWSPAPERS**

- A NEWSPAPER is where not only news reports are found. Many other types of writing and information are also found in newspapers.
- A newspaper is a daily or weekly publication that contains news articles, (local, regional and world) editorials, the lifestyle or magazine section, entertainment, sports news, and advertisements (classified and paid). Advertisements and to a lesser extent, subscriptions, pay for the costs of running a newspaper.
- The owner of a newspaper is called the **publisher**. The **editor** is in charge of the content. **Reporters** research and write the articles. Most reporters specialize in an area (like crime, sports or government) and this specialty is called the reporter’s beat.

**ASSIGNMENT 1:** Using the newspaper you have been given, do the following:

**NEWSPAPER SCAVENGER HUNT**

1. Write the full name of the newspaper.
2. Write the biggest headline on the first page of the newspaper.
3. Write another headline from the first page of the newspaper.
4. Write the name of your group’s favorite comic strip in the newspaper.
5. Write a headline from the sports section of the newspaper about a sport you like.
6. Write the title of an editorial opinion piece in the newspaper.
7. When would the sun set on the date of your newspaper? (You can find this in the weather section).
8. Write the name of a puzzle that appears in the newspaper.
9. Go to the classified ads. Copy the first line of an ad for a house for sale.
10. Write the name of a product that is advertised in the first section of the newspaper.

**Structure of a Newspaper**

- **First section** - with major news, world news and sometimes, **editorials** (where the newspaper editors offer their opinions on various topics - published with the op-eds -- opinions written by other writers). The most important news articles are on the first page; the top half of the first page is referred to as "above the fold."
- **Local news section** - with local news and weather.
- **Sports** section.
- **Lifestyle or Magazine** section - often containing feature articles (non-news general interest pieces, for example, an article on stamp collecting or visiting New York City), entertainment, travel, fashion information, cooking, useful household hints, advice columns, the comics, puzzles, and reviews of movies and books.
- **Classified ads** section in which people and businesses advertise items for sale and post job notices. **Paid advertisements** are scattered throughout the paper except on first pages (the ads generate most of the revenue that keeps a newspaper in business).
ASSIGNMENT 2

1. Using your newspaper, find the following samples, which you will cut out and paste on a poster.

2. Label each different type of sample clearly. For example: 1. Local News.


ACTIVE READING

As you went through the newspapers you were exposed to a lot of journales along with current events and ideas. That leads you into a more specific study of the Language of Newspaper Writing, or Journalese.

Read the notes that begin below. As you read, put the following symbols by the margin, to indicate whether the information you are reading is something you knew already, is new information, is rather confusing and you need more explanation, or is very interesting and unusual information.

This is called ACTIVE READING.

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>I knew that already, this is not new information.</td>
</tr>
<tr>
<td>+</td>
<td>This is new information for me.</td>
</tr>
<tr>
<td>?</td>
<td>This is a bit confusing. I need more information.</td>
</tr>
<tr>
<td>!!</td>
<td>This is very interesting/unusual/awesome</td>
</tr>
</tbody>
</table>

JOURNALESE AND NEWSPAPER REPORTING

Newspapers are one of the ways in which mass communication has been made possible. The newspaper is the oldest medium and one with which we are all familiar. Let us now take another closer look at newspapers and news reports in particular.

A news report is a current and timely report of a subject of topical interest. It is factual and the journalist is expected to be informative, but objective and impersonal.

The reporter’s main aim is to give an account of an event for public reading as precisely and as accurately as possible, within the limited space available in the newspaper. The reporter must choose words discreetly since the choice of words would reflect his or her attitude. A news reporter’s profession demands impartiality and he or she must be neutral and without bias in his or her writing.

FEATURES of NEWS REPORTS

● Headlines: These almost always appear in bold print to capture the interest and attention of the readers. The more sensational newspapers tend to adopt an interesting and alliterative style in their headlines: CHAMPS CHASED or MANA MANHUNT MOVES TO MANUKAU. Also, headlines are clipped or shortened to emphasize only the important words.
• **Lead-in**: The report usually begins with a short summary of the news item. This is typical of most newspapers.

• **Short Paragraphs**: Reports have many paragraphs and often each paragraph is just one sentence long. Often the news is written in an order ranging from the most important to the least important information. So, the reader’s interest diminishes towards the end of the article.

• **Time/Place**: The journalist must be accurate and explicit about the time and place of the event, so the adverbials of time and place, like *at three o’clock yesterday afternoon* are commonly used.

• **Source**: The source refers to the point or place from which the reporter receives the original information. It is important for the reporter to indicate the source in order to ascertain the originality of their information, and for clarification purposes.

• **Direct and Indirect Quotations**: These are also used as added information. The direct quotes are marked by inverted commas and the exact words of the person involved are reported. The indirect quotations report the speaker’s words indirectly. They are also used for verification purposes.

• **Stock Phrases**: These are words such as *he said …according to…* Such phrases are used for clarity and to avoid ambiguity.

• **Pictures**: Appropriate pictures may be used to add interest to a news item. They may also contain additional information. This is a non-linguistic feature.

• **Caption**: This is the short explanation which goes underneath a photograph, to identify something or someone and to give additional information.

• **Reorientation**: This is found at the end of the report. It ends the retelling of events, bringing readers up to date.

• **Past Tense**: The main text of the report is written in the PAST TENSE, as events that have already occurred are being reported.

• **Present Tense**: This is usually found in the reorientation, because the report is now telling the readers what is happening now.

• **Future Tense**: Sometimes, the reporter will end in the future tense, explaining expected outcomes or effects stemming from the event(s) being reported.

• **Byline**: A line at the beginning of a newspaper or magazine article that gives the writer’s name. It adds to the transparency of the report.

• **The passive voice**: Used by the writer to show impartiality and distance.

**ACTIVITY**

• Go back to the news articles you used for Assignment 2: Local news, Regional News, World News and Sports News.

• Using the notes on the features of newspaper reports, identify as many features as you can on each news article.

• Exchange with another group.

• Peer evaluate each other’s answers/findings.
The Editorial Section

- The editorial page of a newspaper is where fact and opinion mix.
- Editorials are written about current issues affecting many people. They are written to influence readers. Editorials often include suggestions on how to solve or correct a perceived problem.
- An editorial is the official view of the paper and therefore must be well thought out. Editorial writers may consult with politicians, business leaders and members of the community before presenting an informed opinion.
- Daily newspapers may run more than one editorial on the page. Editorials are not usually signed or by-lined.
- As you read an editorial you may notice that the writer is giving his or her opinion without making an “I” statement such as, “I think “ or “I believe”
- The writer’s opinion is cleverly blended into statements that sometimes read like facts. Remember, the purpose of the editorial is to persuade you to support the writer’s view on the topic.
- Now read the “Fighting the bullies.” This editorial appeared in a local daily newspaper after another bullying incident surfaced in one of the local boarding schools. The editorial writer wants people to stand up and speak out against bullying. That means beginning at home with parents and guardians, then moving out to schools with teachers, counsellors and sports coaches. Finally, in the communities church leaders need to take the lead in this fight.

It’s a message people expect to hear every now and then. Many readers will tune it out, except for the fact that the editorial writer points out that there have been other reported incidents in the limelight recently. He poses the question of whether it is on the rise, or whether people are just now becoming more aware of their rights. With this information the call becomes more newsworthy.

Fighting the bullies

Fred Wesley

Monday, August 10, 2015

THE fact that a Year 13 student was admitted for over five days at the Vunisea Hospital after he was allegedly beaten by two students while senior students watched should be cause for concern. The 18-year-old boarder at the school claims he was punched by two boys, one of whom was the school’s head boy, for dating his sister. The alleged assault took place at the school dormitory where he was asked whether he was courting the head boy’s sister. He claimed he was punched on the face repeatedly before he was taken into a bure where the assault continued. He said he could not escape as the door was locked and claimed a prefect tried to stop the assault but to no avail.
He said school officials were not aware of the incident until a student informed a teacher. He was taken to the hospital at 5pm, eight hours after the assault, by the teacher and a prefect.

As investigations by the school, the police and the education ministry continue, we are left with the issue of bullying to contend with.

It appears as if bullying is on the rise. But is that so?

Or is it because there is more awareness being created about the rights of children?

Clearly more incidents of bullying have hit the limelight recently, stirring up emotions.

It does raise the issue of how widespread bullying is in Fiji, and whether it is deeply rooted in society and in the school system.

Can bullying be classified a major threat facing our society?

What constitutes bullying?

Interestingly, does it only happen in the confines of a school, or dormitory then?

Bullies torment their victims, and unfortunately, most people do nothing.

Bullying can happen when senior students believe they can do what they want with junior students. It also extends out of the school system into many spheres of our lives.

This has to stop. We have to prevent bullying. It starts on the home front, via everyone who is charged with the raising of our young.

You can translate that to parents, guardians, teachers, sports coaches, pastors and counsellors.

Can we even allow bullying to go on unchecked?

Bullying can happen anywhere and can range from verbal and psychological abuse to physical harm.

In the context of our school system, no child should be forced to endure bullying, or tolerate a school system's failure to respond to it.

Let's rise up against bullies.

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**ACTIVITY**

1. Identify any sentences written in the passive voice.

2. Identify any sentences that state facts.

3. Identify any sentences that express an opinion.
Letters to the Editor

The next time you pass the letters-to-the-editor section of your newspaper and rush to the entertainment or sports section. Consider this: Some of the most important writers, politicians, scientists and figures in history made their public debuts in such a spot.

For almost as long as there have been newspapers, letters to the editor have been an important part of the process. They have served as an opportunity for readers to voice their own views as well as for the newspaper’s editors to camouflage some of their more radical views under pen names.

The term correspondent, now used so freely by television and radio as well as the print media, comes from the days when those who regularly wrote letters to the editor were called correspondents.

In England during the 1770s, many of the day’s most brilliant essays first appeared in newspapers. But the same essayists, using pen names, also wrote letters against their own essays. This created controversy (which sold more newspapers) and to keep the essayists and their work in the news. If they were alive today, they might be hosting talk shows or writing for tabloids.

Satire and controversy continue to be the mainstay of letters to the editor. They are eagerly read and well regarded by many. So why not pause and linger in this section awhile?

Read the following letter to the editor.

Lot 19
Balawa
Lautoka
10th August 2015

The Editor
The Fiji Times
PO Box 1167
Suva

Dear Sir
RE: Information upgrade

It cannot be emphasised enough that despite its efficiency, technology can also facilitate misconduct in the dissemination of information.

People nowadays use the social media more than just to browse information and reply to emails; for them, it acts as a powerful tool of communication and to share stories. It seems like a light topic, but what concerns me the most is how flagrant, untruthful updates are forwarded through our phones and how many of us credulously accept them.

This is not just youth in particular, but adults can succumb to the situation as well.

When we are notified of juicy news (rumours), it grabs our attention and creates this urgency for us to respond to it either by expressing our thoughts or sharing them in chat groups or on friends’ lists.
But, sadly not all take the time to think, “Is it true? ” and research the source before taking it at its face value. It is important to choose wisely and we actually have the option not to share .

We have to think about the impact because it can cause such things as apprehension, mistrust and hatred for an individual, business, company, faith and race. So, before copying and pasting a story, take a few seconds and ponder, " Is this for the greater good , or just for the mere satisfaction of flaunting new stories?"

Yours faithfully

Waisuva
Waisea Muavono.

(Adapted from The Fiji Times: August 10, 2015)

FOR DISCUSSION :
1. What is the writer’s concern?
2. Suggest reasons why the writer may be raising this concern in a letter to the editor.
3. Have you had an experience similar to the ones the writer mentions?
4. Do you agree with what the writer suggests that the public do, to combat the problem?
5. Suggest other ways of combating the same problem.

The Op-ed Page

In 1970, The New York Times, whose motto is “ All the news that’s fit to print.” came up with an innovation. The editors reasoned, “ Why not a page where you would have ‘all the views fit to print ’? ” The page, while an extension of letters to the editor, would contain essays and articles that were longer than letters and that often expressed views boldly opposed to those the Times expressed in its editorials. The articles would be both solicited and unsolicited, and illustrated with unconventional artwork. Since the articles were going to appear on the page opposite the editorial page, the editors decided to call it the op-ed page—a title that is used throughout the newspaper business today. Since then, newspapers have added many of their most controversial columnists to the page as well.

Activity :
1. Discuss the meanings of the words in bold font. Try substituting each word with a synonym.
2. Brainstorm the names of some columnists who write for our local newspapers.
3. Read the following article which was accepted and printed by The New York Times:
I’VE GOT YOUR NUMBER

By Robe Imbriano

LAST SUNDAY NIGHT, sometime after 10:30 p.m., I put an end to my seventh straight day of work. I left behind the stress of my office to confront another set of pressures—finding transportation home on the coldest day of the year.

I didn’t have the right change for a bus, nor had I any subway tokens. So I began to search for a yellow cab with a light on top, flustered, a shade more than tired and a hair less than frostbitten.

That’s where we met.

Remember me?

I was the fairly well-dressed man on the corner of 66th Street and Broadway, facing uptown. Surely you must; I was the only one there. I was waving to you as I’d imagine a refugee in a war-torn country would wave to his would-be saviour.

Any recollection?

You slowed, your cab clearly empty, its back seat filled only with warmth. You looked at me – turned your head in my direction. Was that a smile that played on your lips?

Just as people on foot nod their heads in recognition at those they find vaguely familiar, cabbies, too, signal pedestrian acquaintances, particularly those of my stripe.

You accelerated.

Now you weren’t off duty. If perhaps I had been mistaken, my doubts were soon resolved when, at the next block, you stopped for the fairly well-dressed man at the corner of 67th Street and Broadway.

The white man at the corner of 67th Street and Broadway.

Through the tears that the sub-zero wind brought to and blew from my eyes. I saw two more of your colleagues pass underneath my arm.

My raised black arm.

Until we meet again, Mr T57030T.
Until we meet again.

Activity:

1. What is the setting and background for this article?
2. Summarise what happened.
3. What is the controversy here?
4. What did the writer use as proof of his allegation?
5. List some qualities of this article that may have influenced The New York Times to publish it?
6. What do you think would have been a result of this letter being published?

Note: Soon after the article appeared, Imbriano received a package from the Taxi and Limousine Commission that contained instructions on filing a formal complaint. Eventually, Imbriano and the driver met when he was called in to testify. The driver was fined and a negative citation was placed in his permanent file.
The Feature Article

According to Dictionary.com, a feature article is a newspaper or magazine report of a person, event, an aspect of a major event, or the like, often having a personal slant and written in an individual style.

Characteristics of a Feature Article

Feature articles:

- Contain depth of characters and/or issues, offering background information about the subject.
- Are usually timeless - they are just as acceptable for publication this week or next month.
- Provide more detail often including more research.
- Provide the reader with an understanding of the writer’s attitude towards his/her subject matter with the careful use of tone.
- Provide a forum for ideas, attitudes, reasons, feelings and background.

Purpose

* To Inform  * To Explain  * To Analyse
* To Advise  * To Persuade

Structure of Feature Articles

A. The ‘Write-off’ or ‘Stand first’ (explanatory text under the main heading of a news article, smaller than the heading but still larger than the main text) in a feature article needs to capture the reader’s attention immediately and then the lead or introduction must maintain it. The other elements required to produce a successful feature article are a lead, a body and a conclusion.

B. The LEAD

A successful lead will accomplish three objectives:

1. Attract the reader.
2. Give the reader the central idea.
3. Lead the reader into the story.

Unlike the hard news story, the lead for a feature article can run into several paragraphs.

Instead, a feature lead can use description or an anecdote to set up the story.

Types of Leads :

Description

Descriptive leads often focus on what it feels like to be at an event by highlighting the sights, sounds, textures, tastes and smells that evoke clear images in the mind of the reader.

Direct address

This is when the writer tries to engage the reader immediately. This can be done by asking questions or asking the reader to imagine something in particular. It is as though the writer is expecting some direct responses from the reader.

Shocking Statement

This type of lead is also known as “the teaser”.

A shocking or striking statement is one that will produce a strong response in the reader. Often it will challenge some accepted belief, or simply be provocative. Statistics are often effective.
Narrative
The narrative lead tells a story.

Sometimes a short piece, often from the writer’s own experience, will lead the reader into the article.

Though it is also descriptive, the narrative lead is more like a play with a scene, characters and dialogue.

Quotation
A relevant and effective quotation can introduce the reader to the theme of the article. The quote should compel the reader to go further into the story.

Question
Compels the reader to seek the answers further in the story.

C. TRANSITIONS

- Good transitions in feature writing mean that one paragraph moves smoothly to the next one.
- Good transitions work by repeating a word, phrase or idea that has been used in the paragraph immediately before.

D. ENDINGS

- The conclusion often connects with an idea that has been developed in the lead, or it can in some way summarise the main points of the article.
- The conclusion is often structured in the same way as the lead as it refers to the angle presented in the introduction. This technique is referred to as the ‘lead replay’.

Often at the end of a feature article the writer will provide relevant information about that subject of the feature, giving interested readers links to contact groups.

A Focus on the Human Element

If news stories tend to focus on events, then features tend to focus more on people.

Features are designed to bring the human element into the picture, which is why many editors call features “people stories.”

So if a hard news story recounts how 500 people are being laid off from a local factory, a feature story might focus on just one of those workers, portraying their grief at losing their job.

LANGUAGE AND GRAMMATICAL CHARACTERISTICS OF FEATURE ARTICLES

- Paragraphing
  Paragraphs of one to four sentences are used in newspaper feature articles.

- Quotations
  Inverted commas indicate direct quotations.
  Quotes from eyewitnesses, sources or experts are included in the text.

- Register
  Individual speakers who are quoted in a feature article often use emotive language.

  Feature articles are more creative in the use of language than a news report, often using emotive language.
  Feature articles contain objective material but often appeal to emotions.
Vocabulary
The vocabulary includes many words (jargon) that relate to the specific subject discussed.

An extensive written vocabulary is used.

Now read excerpts from a Pulitzer prize-winning feature article published in The Washington Post

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**Pearls Before Breakfast**

By Gene Weingarten

August 8th, 2007.

Can one of the nation’s great musicians cut through the fog of a D.C. rush hour? Let’s find out.

He emerged from the Metro at the L’Enfant Plaza station and positioned himself against a wall beside a trash basket. By most measures, he was nondescript: a youngish white man in jeans, a long-sleeved T-shirt and a Washington Nationals baseball cap. From a small case, he removed a violin. Placing the open case at his feet, he shrewdly threw in a few dollars and pocket change as seed money, swivelled it to face pedestrian traffic, and began to play.

It was 7:51 a.m. on Friday, January 12, the middle of the morning rush hour. In the next 43 minutes, as the violinist performed six classical pieces, 1,097 people passed by. Almost all of them were on the way to work, which meant, for almost all of them, a government job. L’Enfant Plaza is at the nucleus of federal Washington, and these were mostly mid-level bureaucrats with those indeterminate, oddly fungible titles: policy analyst, project manager, budget officer, specialist, facilitator, consultant.

Each passer by had a quick choice to make, one familiar to commuters in any urban area where the occasional street performer is part of the cityscape: Do you stop and listen? Do you hurry past with a blend of guilt and irritation, aware of your cupidity but annoyed by the unbidden demand on your time and your wallet? Do you throw in a buck, just to be polite? Does your decision change if he’s really bad? What if he’s really good? Do you have time for beauty? Shouldn’t you? What’s the moral mathematics of the moment?

On that Friday in January, those private questions would be answered in an unusually public way. No one knew it, but the fiddler standing against a bare wall outside the Metro in an indoor arcade at the top of the escalators was one of the finest classical musicians in the world, playing some of the most elegant music ever written on one of the most valuable violins ever made. His performance was arranged by The Washington Post as an experiment in context, perception and priorities -- as well as an unblinking assessment of public taste: In a banal setting at an inconvenient time, would beauty transcend?

The musician did not play popular tunes whose familiarity alone might have drawn interest. That was not the test. These were masterpieces that have endured for centuries on their brilliance alone, soaring music befitting the grandeur of cathedrals and concert halls.

The acoustics proved surprisingly kind. Though the arcade is of utilitarian design, a buffer between the Metro escalator and the outdoors, it somehow caught the sound and bounced it back round and resonant. The violin is an instrument that is said to be much like the human voice, and in this musician’s masterly hands, it sobbed and laughed and sang -- ecstatic, sorrowful, importuning, adoring, flirtatious, castigating, playful, romancing, merry, triumphal, sumptuous. So, what do you think happened?

Hang on, we’ll get you some expert help.
Leonard Slatkin, music director of the National Symphony Orchestra, was asked the same question. What did he think would occur, hypothetically, if one of the world's great violinists had performed incognito before a traveling rush-hour audience of 1,000-odd people?

"Let's assume," Slatkin said, "that he is not recognized and just taken for granted as a street musician... Still, I don't think that if he's really good, he's going to go unnoticed. He'd get a larger audience in Europe... but, okay, out of 1,000 people, my guess is there might be 35 or 40 who will recognize the quality for what it is. Maybe 75 to 100 will stop and spend some time listening."

So, a crowd would gather?

"Oh, yes."

And how much will he make?

"About $150."

Thanks, Maestro. As it happens, this is not hypothetical. It really happened.

"How'd I do?"

We'll tell you in a minute.

"Well, who was the musician?"

Joshua Bell.

"NO!!!"

A onetime child prodigy, at 39 Joshua Bell has arrived as an internationally acclaimed virtuoso. Three days before he appeared at the Metro station, Bell had filled the house at Boston's stately Symphony Hall, where merely pretty good seats went for $100. Two weeks later, at the Music Centre at Strathmore, in North Bethesda, he would play to a standing-room-only audience so respectful of his artistry that they stifled their coughs until the silence between movements. But on that Friday in January, Joshua Bell was just another mendicant, competing for the attention of busy people on their way to work.

Bell decided to begin with "Chaconne" from Johann Sebastian Bach's Partita No. 2 in D Minor. Bell calls it "not just one of the greatest pieces of music ever written, but one of the greatest achievements of any man in history. It's a spiritually powerful piece, emotionally powerful, structurally perfect. So, that's the piece Bell started with.

He'd clearly meant it when he promised not to cheap out this performance: He played with acrobatic enthusiasm, his body leaning into the music and arching on tiptoes at the high notes. The sound was nearly symphonic, carrying to all parts of the homely arcade as the pedestrian traffic filed past.

Three minutes went by before something happened. Sixty-three people had already passed when, finally, there was a breakthrough of sorts. A middle-age man altered his gait for a split second, turning his head to notice that there seemed to be some guy playing music. Yes, the man kept walking, but it was something.

A half-minute later, Bell got his first donation. A woman threw in a buck and scooted off. It was not until six minutes into the performance that someone actually stood against a wall, and listened.

Things never got much better. In the three-quarters of an hour that Joshua Bell played, seven people stopped what they were doing to hang around and take in the performance, at least for a minute. Twenty-seven gave money, most of them on the run -- for a total of $32 and change. That leaves the 1,070 people who hurried by, oblivious, many only three feet away, few even turning to look.

The final haul for his 43 minutes of playing was $32.17. Yes, some people gave pennies.
ACTIVITY

Work with another student:

1. Using the notes on feature articles, identify the following in the sample article:
   A. The headline. Discuss why you think the writer chose this particular headline.
   B. The purpose of this article.
   C. Characteristics of a feature article.
   D. The Stand First. Quote it. How does it capture the reader’s attention?
   E. The lead and its objectives.
   F. The type of lead the writer uses.
   G. The different types of writing the writer uses.
   H. A good example of transition from one paragraph to another.
   I. The ending is not included. Suggest how the writer will end the article.
   J. What else the writer may have included between the lead and the end?
   K. The human angle.
   L. What other human angles the writer may have, or could have used?
   M. Some emotive words.
   N. Five words you can explore to make your vocabulary more extensive.
   O. Some music jargon.

The Review

What is a review?

A review is an informed opinion written about a product, such as a book or CD, or an event such as a concert, a film or a television show.

The role of the reviewer

The purpose of the review is to help the reader decide how she or he will spend their time or money. The reader wants to know:

- Will I like this film?
- Should I buy this CD?
- Is this book one I might want to read?

A review gives the reader a summary of the plot, show or film. A good review does not retell the whole story, or give away the ending.

A review must be fair. The writer should avoid being too harsh, or sound too gushy over a performance.
What's in a review?

- Information such as the name of the author or director, the book title, names of performers and where the performance took place. Book and film titles are always written in italics.
- Details that describe the product. For example, a product or performance cannot be just “good”. It has to be described in more detail with the use of adjectives.

Check out the technology story on the Apple iPod below.

One year after its launch, Apple’s iPod’s still a winner.
By Kevin Restivo

Apple Computer Inc.’s iPod is still the best music device available.

That may not seem like a revelation for people following the development of the fast-growing consumer market segment.

What’s surprising is how Cupertino, Calif-based Apple’s 30GB unit—released over one year ago—has stood the test of time. A year in the ever-changing world of consumer technology is an eternity.

But the iPod’s slick design, superior performance and easy-to-use features still make the digital music device the best option for consumers that want a lightweight unit that can be filled with thousands of songs.

The iPod is more aesthetically pleasing than its predecessors and weighs about as much as a deck of cards. Equally important, is its ability to easily download and manage music. The iPod has few buttons and allows users to browse for music in pretty much any way imaginable.

The accompanying MusicMatch software allows users to rate songs and create Apple’s AAC music files from a CD collection, which sound better than MP3 files but can be managed in a similar fashion. It is also fun and easy to carry around.

The iPod comes with a pouch and a firm but flexible carrying case. The case is easily attachable to a belt and helps protect the pricey iPod. The small gadget is also small enough to be tucked neatly into most pockets.

Though it is easily portable, the iPod is not perfect, nor is it cheap. The iPod mini sells for $349.99. If you can get past the sticker shock, the device’s sensitive buttons take some getting used to, as well.

But overall, the iPod’s spin wheel makes it fun to navigate through the iPod’s menus.

However, the gadget’s battery life is weak. With all the bells and whistles on, such as the backlight, users will find they won’t get much more than a few hours of listening in before the iPod needs to be recharged—not fun if you’re trying to use the iPod on long road trips or exercise workouts. The drawbacks have not hurt sales, however. Apple’s slick marketing efforts and strong engineering have left consumers clamouring for the stylish iPod mini, pictured above. It’s easy to see why. The iPod is a winner.

( Financial Post restivo@nationalpost.com )

ACTIVITY

1. Find some descriptive words (adjectives) the writer has chosen to convince readers that the “iPod is the best portable music device available.”

2. What important details does the writer provide, which may help a reader decide whether to purchase an iPod or not?

3. List the drawbacks of the iPod given by the writer.

4. List some technological jargon from this review.

5. Explain what the following words and phrases mean.
   i) stood the test of time
   ii) bells and whistles
   iii) clamouring
   iv) slick
   v) sticker shock
The Apostrophe

Very many mistakes are made with the use of this punctuation mark. Study the following RULES carefully.

The **apostrophe** is used :

1. **To indicate that letters have been omitted.**
   
   Example : “Let’s” for “Let us”.

2. **To show ownership.**
   
   - Where there is only one owner, the apostrophe is placed before the “s”.
     
     Example : The girl’s text messages (the text messages belonging to the girl)
   
   - Where there are two or more owners, the apostrophe is placed after the “s”.
     
     Example : The girls’ text messages (the text messages belonging to the girls)

   The main exception to this rule are  “men’s”, “women’s”, “children’s” and compounds of these, like “policemen’s”
   
   - In a compound word, the apostrophe is used only with the last part.
     
     Example : My sister-in-law’s iPad.
   
   - When two words are in apposition (refer to the same person or thing), the apostrophe is used only with the second word.
     
     Example : It was Savaira, our Head Girl’s presentation.
   
   - Where there are several owners of the one thing, only the last-mentioned takes the apostrophe.
     
     Example : Eliot, Jethro and Jasneel’s video clip was hilarious!
   
   - Where the owner’s name ends with an “s” the apostrophe is placed after it. A further “s” may also be added.
     
     Example : We all thought James’ voice was superb.

   OR We all thought James’s voice was superb.
   
   - Usually, the apostrophe is added to phrases like:
     
     Boys’ high school; two months’ holiday; a week’s break
● The apostrophe may also be used to show the plural form of letters, figures and words.

Examples: Mind your p’s and q’s.

There are too many “and ’s” in this sentence!

They were all at 6’s and 7’s.

Emma got 3 A’s and 2 B’s in the examination.

● Pronouns DO NOT HAVE AN APOSTROPHE to show ownership.

Examples: This is mine. That is yours. Those are ours.

That book is his. That tablet is hers

ACTIVITY

Reread the review on the iPod and identify all the words that use an apostrophe.

Discuss why an apostrophe has been used in each instance.

The Classified Advertisements

Publications printing news or other information often have sections of classified advertisements; there are also publications which contain only advertisements. The advertisements are grouped into categories or classes such as "for sale", "wanted", and "services", hence the term "classified".

Classified advertisements are much cheaper than larger display advertisements used by businesses, and are mostly placed by private individuals with single items they wish to sell or buy.

When placing a classified ad, advertisers are usually charged by the line. Therefore, these advertisements tend to be brief.

The classified ad section is organised to assist readers in locating relevant information. Many classified ad readers have specific goals in mind, rather than casual browsing. The classified ads – as their name implies – are grouped together according to product or service type. An overall index conveniently directs readers to each specific category, within which listings are arranged alphabetically.
The Display Advertisement

A display advertisement is a written message, often accompanied by an illustration or photograph, which can be placed in any section of the newspaper.

VENGEANCE IS MINE LIMITED

Dear Citizen

You have probably seen the slanderous and unjust attack upon you in today’s newspaper. Are you prepared to allow this newspaper writer to insult you and get away with it? I understand that a citizen of your standing and reputation will not wish to be further involved in this sordid affair, or to have any direct contact with this vile person. How then are you to get your revenge?

The answer is simple. VENGEANCE IS MINE LTD. will, in absolute confidence carry out your choice of punishment on the newspaper writer. Please consider which of the following methods you would prefer:

1. Punch him on the nose, once, hard                $500
2. Blacken his eye                                   $600
3. Punch him on the nose and blacken his eye         $1000
4. Put a rattlesnake (poison extracted) into his car, on the floor by the pedals, when he parks       $1500
5. Kidnap him, remove all his clothing except his underpants, shoes and socks.
   Later dump him on the main street at rush hour    $2500

This work will be carried out by a PROFESSIONAL at the address indicated upon the enclosed piece of paper. If it is practicable, you will be informed in advance of the place where the action may occur and of the time, so that you may, if you wish, watch the proceedings from an anonymous distance.

No payment may be made until after your order has been satisfactorily executed.

(Adapted from “Vengeance is Mine Ltd.” by Roald Dahl)
A. **Multiple Choice**

Choose the most appropriate answer. Write the letter of the answer you choose in your notebook.

1. Which phrase in the first paragraph will appeal the MOST to a wronged person?
   A. unjust attack  
   B. further involved  
   C. sordid affair  
   D. direct contact

2. The phrase, ‘in absolute confidence’ in the second paragraph indicates that the advertiser will do the work.
   A. without any problems  
   B. as recommended by the citizen.  
   C. the best way they can.  
   D. never disclosing their client.

3. Which method is meant to embarrass the newspaper man in public?
   A. 1.  
   B. 3.  
   C. 4.  
   D. 5.

4. Which information is NOT stated in the advertisement?
   A. The required method of payment.  
   B. The most expensive method.  
   C. The reason for seeking revenge.  
   D. The name of the company.

B. **Sentence Completion.**

Complete the following sentences using the ideas given in the passage.

5. The punishment will be carried out once ............................................

6. The purpose of method number 4 is to ..................................................

7. According to the advertisement, a kidnapped person is ......................

C. **Open-ended Questions.**

Use your own words as far as possible to answer the questions on the next page. Write complete sentences.
8. How would you best describe the company’s attitude towards newspaper writers? Quote from the advertisement to support your answer.

9. What is definitely NOT an aim of this company?

10. Describe the language used in this advertisement. Quote from the advertisement to support your answer.

Bearing the sample display advertisement in mind, let’s now look at the **Language of Advertising**.

Millions of dollars are poured into advertising each year, by entities wishing to **persuade** - persuade to buy, persuade to do, persuade not to do, persuade to believe, persuade to accept, persuade to change, persuade to move.
Nearly every aspect of our lives has been affected by advertising. **Brainstorm where advertisements may be found and make a list.**

Some advertisements are more obvious, while others are more subtle or insidious, affecting us without our even realising it.

1. Advertisers usually **APPEAL** to **BASIC HUMAN INSTINCTS**:  
   - the instinct to **protect**, especially loved ones  
   - the instinct to **get more and more** (greed)  
   - **pride and snobbery** (I am better)  
   - the instinct to copy and be like the famous  
   - the instinct to be popular and be like the rest (peer pressure)  
   - the instinct to **compete** (keep up with the Joneses)  
   - the need to be **safe and secure**  
   - the basic instinct of **fear**.

   **Look back at the advertisement.**  
   Which basic instincts do you think the advertisement was appealing to?  
   Give reasons for your answers.

2. **Advertisers usually have a **TARGET AUDIENCE**.**  
   Audiences may be targeted because of their age, sex, interests, or status.

   **Back at the advertisement again.**  
   Which group(s) of people is this advertisement targeting?  
   Give reasons to support your answer.

3. **Since the primary purpose of an advertisement is to persuade, an advertisement had to do THREE things:**

   ![Attract attention ➔ convince ➔ retain interest](image)

   How has the sample display advertisement done these three things?
Advertisers attract through non-linguistic features such as:
- the use of colour
- the layout of the words and pictures
- the use of different sized fonts
- the use of pictures and drawings
- the use of symbols and logos

Advertisers also attract through linguistic features such as:
- catchy words and phrases.
- rhetorical questions.

Which methods were successfully used by the advertisers in the advertisement?

If you were in their advertising team, what would you suggest to make the advertisement even more attractive to readers?

Advertisers convince or persuade audiences by the use of non-linguistic features like:
- captivating and/or alluring pictures.

Advertisers use a lot of linguistic features as they attempt to convince or persuade target audiences:
- the use of emotive words
- the use of persuasive adjectives, especially the comparatives and superlatives and adjective stacking.
- the use of euphemisms (less offensive words or phrases)
- the use of figures of speech (alliteration, onomatopoeia, hyperbole, similes, metaphors and irony to create pleasant and memorable images)
- The use of puns. (Playing with words to produce humour through ambiguities and innuendoes [double meanings])
- The use of neologisms: coined new words through:
  * Compounding (joining two whole words)
  * Blending (portmanteau words or using just parts of two words to make a new word.)
  * Anagrams or abbreviations
  * Non-standard spelling
- The use of nominals: (noun phrases, proper nouns, common nouns, abstract and concrete nouns)
The use of bandwagon or fashionable words to cash in on whatever is the current fashion.

The use of personal pronouns: (I, you, we, us, used to build a rapport or identify with the consumer/audience.)

The use of imperatives or commands to suggest urgency

The use of name-dropping and statistics to suggest the validity of the product being advertised.

The use of clichés which may sound good but are not meant to be taken seriously

The use of technical and scientific jargon to impress, or suggest importance and scientific or technical advances.

The use of minor sentences or ellipsis to present fact bites, focus on key words and conserve space.

Work with another student. Look at the advertisement again and see how many of the above-listed features you can find. Compare your findings with another pair, then have a whole class discussion with your teacher.

Advertisers retain interest by playing on words especially in the use of slogans, repeating grammatical structures or parallel structures for emotive emphasis, and as reminders.

Using ungrammatical or non-standard phrases which are memorable.

The use of enumeration for clarity and validity.

The use of promising “facts” and “differences” which aren’t actually stated.

Now, seek out examples of how the advertisers have attempted to retain the readers’ interest.

FINALLY, the tone of the advertisement depends on how the features have been put together.

The tone may be commanding, authoritative or imperative. It may be persuasive or convincing. It may be pleading.

One final look at the advertisement now should be enough for you to decide what the tone of the advertisement is.
1. **THINK—PAIR—SHARE**

   **THINK** about a teacher you will never forget because of how much he or she has helped you or has had a positive influence on your life.

   **SHARE** your thoughts with another student.

   **THINK** about any negative experiences you have had in the classroom that may have influenced how you look at a teacher.

   **SHARE** with your partner.

**A SHORT STORY** you may read in Year 12 is similar to the sample advertisement as it is also about taking revenge because of a bad relationship.

This time feelings are first-hand and have been harboured over a longer period of time.

The story is written in the form of a letter, an anonymous letter, from an ex-student to a former teacher.

What did the teacher do, which has caused such strong emotions to surface in a former student, who, after reading an article in the paper, is inspired to write the letter?

Read the short story, titled *Dear Mr. Cairney*, written by Graeme Lay.

After you have read the story, do the following activity:

**ASSIGNMENT 3: GROUP NEWSPAPER (BASED ON THE SHORT STORY.)**

**A.** In your groups, decide which of the 12 sections of a newspaper you will do for your group newspaper:

1. Local News
2. Regional News
3. World News
4. Sports News
5. Editorial
6. Letters to the Editor
7. A Feature Article
8. Entertainment
9. Weather information
10. A Review
11. Classified Ad.
12. Display Advertisement

**B.** A sample of every section of the above must be in your group newspaper.

So each group member may end up with more than one section to work on.
C. Choose a suitable **masthead** for your newspaper.

The masthead is the name of the newspaper, its owners, etc. which is printed at the top of the front page of the paper:

![The Sun masthead](image)

Should you need advice on how to write a particular section, you may review the pages before this, or ask your teacher for assistance.

**PROOFREADING**

An important aspect of newspaper writing is the role of the proofreader. Acting as proofreader, rewrite the following article correctly. No line has more than one error and some lines are correct.

### U.F.Os Sited

1. Strange flying objects seen in three different places in the Western Province of Naruma.
2. They were sighted between 10p.m and 11p.m in April 29 travelled from west to east and spitting fire. Nobody knew what were they but they scared a lot of people the people of Nama Village are having a community meeting when someone notice something strange in the sky.
3. When they went outside to look, they saw two unclear objects followed by a third. Hyrum Tonga, a former mayor reported that this one had clear, multi-coloured lights. “The third object,” he said, “appeared to have separate rooms.” “Something like fire seemed to push it through the air” he told the Naruma Times.
4. “People were afraid and many children cried. He added.” The silent object seem to head for the hills behind the village but rose and flew off at the last moment.”

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*A paper a day, keeps ignorance at bay.* (Sevaki)
Another type of media that is widely-used and is far-reaching here in Fiji is the RADIO.

The beginnings of radio go back to when scientists began noticing that airwaves could transmit sound. When Marconi finally sent a wireless message across the Atlantic Ocean in 1901, his predecessors were the likes of Michael Faraday, Henry Tesla, James Maxwell and Heinrich Hertz.

In the 1930s and 40s, the Pacific had also begun broadcasting, in particular, Fiji and Samoa.

The Fiji Broadcasting Corporation (FBC) is one of the two radio broadcasters in Fiji. It was known as Fiji Broadcasting Commission when it began. It traces its history to 1935 when it first began operating under licence from the Posts and Telegraphs Department with the call sign ZJV. At the end of 1952, the Legislative Council passed the Broadcasting Commission Bill. The first commission members were appointed in June 1953. On July 1, 1954, the commission’s first programme was broadcast as part of the official opening ceremony.

Today it operates six radio stations; two in each of the major local languages (Fijian, Hindustani, and English) The second radio broadcaster in Fiji is Communications Fiji Ltd. Their first radio station was established in 1985. Since then, the company has added four other radio stations, catering for different sectors of the population.

ACTIVITY

1. Name the ten different radio stations mentioned above.
2. For each radio station, identify its target audience.
3. In what ways are the newspaper and radio similar?
4. In what ways do they differ?
5. Which radio station is YOUR choice of radio? Give reasons for your choice.
6. What do you see as the advantages of radio versus the print media, or newspapers?
7. What may be some disadvantages?
8. Create a table where you can summarise your answers to 6 & 7.
9. Write a TExC paragraph explaining any of your answers to questions 1—7 above in more detail.
In your groups, create a radio message/advertisement which should not be more than 30 seconds long.

LISTEN to a radio message or advertisement for any of the following features:

jingles, slogans, rhetorical questions, repetition, imperatives, brand names, emotive words, sound effects, any other interesting features you can identify or use in your creation.

Choose ONE of the suggestions below, or make up one of your own, but get the teacher’s approval before going ahead with it.

SOME HELPFUL HINTS

- **ORGANISE** the order in which you wish to present ideas.
- **BEGIN** with an attention grabbing phrase or sentence. (See notes on advertising)
- **USE** simple, clear language as you present. This is important if you want to get the message across.
- **USE appropriate sound effects** to enhance the effectiveness of your message.
- **PROPER NOUNS** must be used in appropriate places.

1. **The finals of a basketball tournament.**
   - **Date and time:** Saturday beginning at 9.00 a.m.
   - **Venue:** ____________ Sports Complex
   - **Admission:** $3.00 and primary children are free.
   - **Other details:** Exciting clashes between finalists in all six division and grades; music by DJ__________; food stalls; spectator prizes to be won.

2. **A fundraising bazaar at a local school or church.**
   - **Date & time:** Saturday, from 10 a.m. to 3.00 p.m.
   - **Venue:** At the school or church grounds.
   - **Other details:** Sales on food, mats, oil, tapa and other traditional crafts; games for all ages; performances by students/church groups; money raised goes towards new equipment for school/church.

3. **A new technology centre in town has opened.**
   - **Site:** New ____________ Shopping Mall.
   - **Details:** Hours are from 7.30 a.m. to 7.30 p.m.; 7 days a week. $3.00 an hour. Has a well-stocked snack bar.
   - Manned by experts and on Tuesday and Thursday from 5.30 to 7.30 in the evenings, teachers give free tutorials on projects, etc. Air-conditioned with state-of-the-art equipment.
LISTEN to a radio interview.

DISCUSS how effective the interview was, whether you think its goals were achieved, how you think these goals were achieved, etc.

BRAINSTORM list of Dos and Don’ts for conducting radio interviews.

SHARE your lists with the rest of the class, and come up with a final list that is agreeable to all.

PLAN AND PREPARE your group’s radio interview:

- Choose one of the events that was used in the radio message/interview.  
  (Group Oral Activity #1) OR the short story: “Dear Mr Cairney”  
- Choose one person to be the interviewer.
- Choose one or two people who will be interviewed.
- Work on AT LEAST FIVE questions and answers for the interview.
- Have a practice run.
- Be ready to record or present your “radio” interview.

AFTER THE PRESENTATION analyse how your interview went:

- What went well?
- What didn’t go as well as expected?
- If you were to do the interview again, what would you change?

GROUP ORAL ACTIVITY # 2

BEFORE THE INTERVIEW: DECIDE the who, what, where, when and why.

Who is going to be interviewed? What do you want to know or ask about? Where the interview will take place. When the interview will take place. How the interview will be conducted. Why the interview is being held.

Brainstorm some questions to ask: the who, what, where, when, how and why questions are best.


Ask one question at a time.

AFTER THE INTERVIEW: Thank the person(s) interviewed.

CHECK the next page for how your Presentations 1 and 2 may be assessed.
## RUBRIC for a RADIO PRESENTATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ATTEMPTED</th>
<th>ACCEPTABLE</th>
<th>ADMIRABLE</th>
<th>EXCEPTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepara-tion</td>
<td>Little research or knowledge of topic shown.</td>
<td>Unsuitable research, but shows some knowledge</td>
<td>Research is suitable</td>
<td>Research is extensive</td>
</tr>
<tr>
<td></td>
<td>Person interviewed not an appropriate choice.</td>
<td>Person(s) interviewed are poor choice(s)</td>
<td>Person(s) interviewed are appropriate for topic</td>
<td>Person(s) interviewed are extremely appropriate for topic</td>
</tr>
<tr>
<td>Capturing attention</td>
<td>Audience attention was lost</td>
<td>Audience was captivated in some parts only</td>
<td>Audience was held captive for most of the presentation</td>
<td>Audience was held captive from the beginning to end</td>
</tr>
<tr>
<td>Interview Questions</td>
<td>All questions were yes/no</td>
<td>Few questions were open ended.</td>
<td>Some questions were open ended.</td>
<td>All questions were opened ended, encouraging the person(s) being interviewed to provide thoughtful answers.</td>
</tr>
<tr>
<td></td>
<td>Questions were not designed to draw out information needed.</td>
<td>Few questions were designed to draw out thoughtful answers</td>
<td>A few required insightful answers.</td>
<td></td>
</tr>
<tr>
<td>Logic and Sequence</td>
<td>Questions were not in logical order</td>
<td>Few questions were asked in logical order</td>
<td>Most questions were asked in logical order</td>
<td>Questions were asked in logical order</td>
</tr>
<tr>
<td></td>
<td>Questions were not designed to build upon previous questions and answers.</td>
<td>Few questions were designed to build upon previous questions and answers.</td>
<td>Some questions were designed to build upon previous questions and answers.</td>
<td>Questions were all designed to build upon previous questions and answers.</td>
</tr>
<tr>
<td>Interview Answers</td>
<td>Statements were incomplete and inappropriate for the questions asked.</td>
<td>General statements may be true to the feeling, beliefs and events being asked about.</td>
<td>Most answers gave details and/or descriptions that are mostly true to the feelings, beliefs or events.</td>
<td>All answers gave detailed, rich descriptions of experiences, feelings or beliefs that are true to the specific events.</td>
</tr>
<tr>
<td>Timing</td>
<td>Did not use time well: was too short, or went overtime.</td>
<td>Just manages to use the time</td>
<td>Uses the allotted time well</td>
<td>Uses the allotted time extremely well</td>
</tr>
<tr>
<td>Sound Effects</td>
<td>Sound effects when used were inappropriate.</td>
<td>Some sound effects used well.</td>
<td>Sound effects used well most of the time.</td>
<td>Sound effects used effectively and appropriately to enhance the presentation.</td>
</tr>
<tr>
<td>Clarity of Voice</td>
<td>Voices inaudible</td>
<td>Voices mostly inaudible.</td>
<td>Voices mostly audible but has some inaudible sections</td>
<td>Voices are audible and distinct.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Numerous errors in mechanics Word choice is inappropriate.</td>
<td>Some errors.</td>
<td>Minor errors.</td>
<td>Few or no errors.</td>
</tr>
<tr>
<td></td>
<td>Word choice is appropriate.</td>
<td></td>
<td>Word choice is appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

---

"Listening to the radio should be a pleasure not a routine."

"It's like having an electric friend right there."

Every day FM radio ran out of hours, not music.

I'm not talking too fast. You're listening too slow."

Radio is full of surprises. Stay tuned."
GROUP ACTIVITY

In your groups, quickly complete an A–Z of what you know about the television and the film industry. Beginning with the letter “A”, write a word that your group connects with the above industry. Then find one word that begins with the letter “B”, moving as fast as you can through the letters of the alphabet, until you find a word that begins with the letter “Z”.

Using the words and thoughts generated by the above activity, make TWO LISTS for each medium:

1. Television
   Advantages
   Disadvantages

2. Film
   Advantages
   Disadvantages

CLOZE EXERCISE

Fill in the blanks with appropriate words. Only one word is needed for each gap.

News on any one day can 1. ___ a wide range of items. 2 ______, most television channels do not 3 _____ the focus on positive news. 4 _____ are more interested in telling 5 ____ about natural disasters and scandals, 6 _____ know, the depressing stories. 7 _____ again, you can’t believe a lot of 8 _____ they say. The news 9 _____ like films and general TV, some 10 _____ think it is a form 11 _____ entertainment, so the media tends to sensationalise 12 _____ to get, and keep, people’s attention.

13 _____ could also be said that 14 _____ is a lot of censorship. 15 _____ this is a good thing, 16 _____ not everybody agrees. Some people 17 _____ the press should not 18 _____ restricted, that a free press is 19 _____ important part of a free society. 20 _____ think that the media should not be allowed to say what they want.
As may be inferred from the cloze exercise, television and films are viewed by some as having more of a negative influence, rather than a positive one, especially their effect on the youth.

A prominent Pacific academic, Konai Helu Thaman, has written both prose and poetry on the effects of media on young people.

Below is a poem she wrote.

**THE CINEMA**

HOLIUTI...the glaring letters
Sprawl across the unpainted walls;
The laughter and noise
Of children half-naked
In body and mind
Waiting...anticipating
The hideous eyes of guns
And blood
The lens bringing these
Closer to their young
Innocent eyes.

Inside they giggle and tickle
One another
Embarrassed by the embracing,
The long drawn-out kisses
Rehearsed many times
But the children do not know;
Words... what do they mean?
The sounds of guns and sirens
Make sense...
Well done! Malie!
Deafening shouts
Annoy Europeans who sit upstairs
Drinking cokes, frowning at
The ignorant natives
And fanning themselves impatiently.

What does the title tell you?
Why is the first word of the poem in larger print, and not even an English word?
Which emotive words/phrases in the first stanza have negative connotations?
Who are the victims of the cinema?
How does the poet want you to view films?

Again, list emotive words/phrases that are negative, in the second stanza.
What are some differences highlighted in this stanza, between the two groups of people?
List some poetic devices used in these two stanzas, by the poet.
In this final stanza, what is the main message?
Why are some words highlighted in this stanza?
What is the setting of this poem?
Which words/phrases in this stanza provide vivid imagery and are meant to provoke and evoke emotions?
Do you agree with the poet’s message? Give reasons for why you do or do not agree with the poet.

Konai Helu Thaman also wrote a paper titled: “Some Issues in Education in the South Pacific”, from which the following extract was taken and used as an examination question by the South Pacific Board for Educational Assessment. It may also be found in “Realities” by Cliff Benson.

Use either SQ3R method OR the TEXT STRUCTURE method to do this exercise.

**MASS MEDIA AND YOUTH PROBLEMS**

In many parts of the Pacific today, I believe that there is a close link between an increase in education, the mass media and youth problems. In urban areas especially, the provision of more education delays the contribution young people make to the world of work. In fact, many parents consciously free their senior high school sons and daughters from a variety of household duties. Yet let me suggest, from my own observations of young people in many Pacific towns, that young people are maturing earlier now. This social maturity is being encouraged by the media. For example, video movies, magazines and films encourage young people to emulate what they see or read of American, Australian and other young people. It is not surprising that they “get into trouble” at 13 or 14.

The modern mass media also insist that young people live in a world of freedom. Print and other materials which were banned or not available a decade ago, are freely available today in quite “legitimate forms” in video films, magazines and the other media. For example, newspaper bosses print the “news” they deem fit to publish, but they seem to exclude the film advertisements from close scrutiny. It is therefore difficult for me to believe that the mass media can help reduce problems facing young people, especially in Pacific Island urban environments.
To make matters worse, parents’ control over their children’s behaviour is weakening. Advertising experts are trained to direct their appeals to children and the amount of influence they have on their parents. With increasing mobility both within and between countries, parents will have a hard time trying to be firm with their children. The “fun culture” promoted by such popular figures as Michael Jackson and Madonna, is affecting adults too. Furthermore, the video culture in the Pacific seems to have a firm grip on young people as well as their parents. How then can we possibly tell young people what to do, given the role models they encounter among adults?

**Good role models are important** for young people who normally emulate those adult qualities they see in the home, cinema, on video and in society generally. Qualities of warmth, sympathy, compassion, understanding and love are seldom portrayed in the newspapers—what we read about are anger, hatred, jealousy, revenge, racism, terrorism and other negative things. Some media’s pervasive concern with sex (and not love) significantly reduces the extent of human relationships made possible for us and our ability to have interesting and meaningful non-sexual relationships with a wide range of people. This permissiveness is largely the result of a western materialistic and individualistic culture which is slowly but surely moving into our Pacific towns. It may take different forms but the results are always the same, whether you live in New York, Nuku’alofa, Honiara or Apia.

**QUESTIONS**

A. **Multiple Choice**

Choose the letter of the best option.

1. What has led the writer to believe that young people are maturing earlier?
   A. They are being given more opportunities to be better educated.
   B. The writer has seen how many of the youth are behaving now.
   C. The surprising fact that many “get into trouble” much younger.
   D. The writer has seen how videos, magazines and films affect youth.

2. Parents free up their older children from household chores so that
   A. they can spend more time studying.
   B. they can have more leisure time.
   C. these children can watch more videos.
   D. the younger siblings can do the work.
**B. Completion**

Copy and complete the following sentence beginnings, using the ideas in the passage.

3. The writer suggests that young people “get into trouble” (line 9) because ...........
4. The writer uses the slang “bosses” (line 13) to imply that ..................
5. Advertisers weaken parental control by ..........................................

**C. Open-ended**

Answer each of the following questions in complete sentences.

Use **your own words** as much as possible.

6. Why are the phrases “legitimate forms” (line 12) and “fun culture” (line 20) in inverted commas?
7. What does the writer think of film advertisements? Quote from the extract to support your answer.
8. Why does the writer think “Good role models are important” (line 25)?
9. According to the writer, how do some media affect relationships (lines 29-31)?

**D. Word Study**

Find a word from each area indicated, which is a synonym for the following.

10. copy, imitate, follow, ape (lines 5—10)
11. examination, inspection, study, perusal (lines 10-15)
12. experience, confront, meet, face (lines 20–25)
13. widespread, prevalent, ubiquitous, omnipresent (lines 25—30)
14. platonic, transcendent, quixotic, intellectual (lines 30-35)

**E. Summarising**

Write a summary of the extract in about 80—90 words.

**MARKING CRITERIA FOR SUMMARY WRITING**

<table>
<thead>
<tr>
<th>Content/points</th>
<th>3 (Any 6 at 1/2 mark each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy/Language</td>
<td>1 (4 different errors =0)</td>
</tr>
<tr>
<td>Linkage/cohesion</td>
<td>1 (more than 1 paragraph will lose 1/2)</td>
</tr>
</tbody>
</table>

**TOTAL** : 5 marks

**N.B. Partial plagiarism** : 1/2—1 mark deducted

**Total plagiarism** : (0) mark deducted

**Remember:**

* Just write ONE paragraph.
* Use YOUR OWN WORDS as much as possible.
* Identify about 6 points for your summary.
* Connect your ideas well.
Let’s take a look at some elements of film.

Since films tell stories, they involve many of the elements of fiction that novels do:

**CHARACTER** : Movies speak to us in images and sounds, so every character is a performance, an interpretation of the script. Our idea of character depends a lot on the way a particular actor looks, acts and speaks. Note how the main characters are introduced in the film:

- What do the entrances of these characters emphasize about them?
- Note how each character is introduced.
- What is emphasized about them in their different entrances?

**POINT OF VIEW** : Point of view is often shown by the position of the camera. We often see the characters from the point of view of those who are looking at them. We may see a character as intimidating if we are looking up at him or her, or weak and defenceless if we are looking down at them. At other times we may feel up close and personal, depending on whose viewpoint we are seeing.

- Note scenes in the film where the camera makes you aware of a particular character’s point of view.

**SETTING** : The film sets the story’s time and place. It can set a scene in an instant.

- Note where in the film, location seems most important.
- How do the filmmakers help us believe that we are in another time and place?

**PLOT** : Since it has less time to tell its story, the plot is often shortened, designed for a single sitting. Many viewers who have also read the book version will know the difference.

- Note which parts have been left out, which characters may have been either omitted or merged into one.
- What does the film focus on?

**SYMBOLISM** : Symbolic objects and actions are more clearly defined on the screen than in the pages of a novel.

- Note how the movie represents important symbols. If you have also read the print version, did you imagine these symbols differently?
- Look carefully at the opening title sequence and the symbolic objects which may be used there.
- Why do you think the designer chose those objects?

**SOUND** : Many films use all four forms of sound that filmmakers use: music, sound effects, voice-over and dialogue.

- Notice how the music helps to create and guide the mood of the story in the film.
- Listen for sound effects that add or contribute to these moods.
- How does voice-over narration, if used, add above and beyond the dialogue?
- When is there only dialogue and no other form of sound. Why do you think this is so?

**THEME** : All the above factors or components help the viewer understand the themes of the film better.

- Which themes do you think the filmmakers concentrated on the most?
- How and why?
A. **VIEW a film.** It may be one that is connected to the novel you have read, or related to an issue or topic which is current or trending.

As you view the film, keep in mind the elements that you should be aware of and need to look out for.

Some suggestions are given below:

- Schindler’s List; The Wizard of Oz; To Kill a Mockingbird; The Empire Strikes Back; Lord of the Rings; Forrest Gump; The Book Thief; Raiders of the Lost Ark; The Lion King; Toy Story; Up; Monsters Inc.; The Great Escape; The Sixth Sense; Hotel Rwanda; Lean on Me; Stand and Deliver. Invictus; The Bourne Ultimatum; We Are Marshall; Gandhi; Lagaan; Harry Potter series; Pirates of The Caribbean series.

B. **After viewing the film of your choice, get into groups and discuss the elements of film as outlined on the previous page.** Discuss what you thought was well-done, what was impressive and then what you did not find so impressive, which you thought was a flaw or weakness in the film.

Take good notes of your discussion, as your next writing assignment is to plan and write a review of the film.

You will find that you may want to view the film one more time before writing your review. This may be best done in your own time, as part of your personal preparation for the writing of the film review.
**Film Review**

*Harry Potter and the Deathly Hallows, Part 2 by Sarah Womack*

The opening moments of *Harry Potter and the Deathly Hallows, Part 2*, are delivered in complete silence. Moody silence. Iconic images of Professor Snape lording over Hogwarts, of Voldemort’s snaked nose and sour glare, and then finally, little Dobby’s grave are projected on screen (sad times). It all ends. Hovers like a whisper in the wind. The tone is dark and sullen, but perfectly set. Everything foreshadows a cinematic happening, a decade of remembered stories in rearview. The music swells: it’s time to finish this saga.

Making up the first spoken-word scene in this fantasy, Harry Potter’s quest for horcruxes again takes centre stage. Harry is still on the run, but he cuts a deal straight away, placing his trust in a sharp-toothed goblin who is willing to trade access for material goods. Potter and company must track down certain items, figure out how to destroy them, all while avoiding Voldemort and his minions.

This is a film about the triumph of the weak, a theme captured in two of its most memorable scenes.

The first is a marvellous set piece, in which the heroes escape from the vault of the Gringotts Bank on the back of a beautifully rendered CGI dragon. The maimed beast gouges out bits of London’s rooftops, as it swoops across the capital’s skyline, before flying off into the world, free once more.

The second, which stands as surely as the most beautiful and important moment in the whole series, involves the mysterious Professor Severus Snape (Alan Rickman). It is a rare, sun-kissed episode in a film characterised by darkness, as the glowering professor’s faithfully-kept secret is revealed.

Harry looks into Snape’s memories and sees his mother, Lily, as a young girl, making a flower blossom in her hand. The other children call her a freak and run away. Hiding nearby is a young Snape. He animates a leaf and sends it towards her. Hardly anything is said, but the truth and pain of human relationships are here expressed with an elegiac tenderness that brings a tear to the eye.

Perhaps the greatest triumph of this final film is the assault on Hogwarts. It is a sight to behold. Yates here transmutes it into a genuinely terrifying spectacle, as bloodied students fight desperately against a horde of screaming black-robed Death eaters and Dementors.

Hogwarts itself comes to life defending itself, (giving Maggie Smith, as prim Professor McGonagall, a lovely comic turn as she sends off an army of stone knights.) There is further wit from the weedy Nigel Longbottom (Matthew David Lewis), who, nearly falling to his death, pops up with a cheery, “well that went well!”, and superb acting from Helena Bonham Carter as the raving black witch, Bellatrix Lestrange. Radliff, Watson and Grit, too, do not disappoint.

Like the novel, the film is a bit messy and convoluted, as if, Rowling, too, could hardly bring herself to put her invented world to rest. But this is monumental cinema, awash with gorgeous tones, and carrying an ultimate message that will resonate with every viewer, young or old: there is darkness in all of us, but we can overcome it.

This is not an end. How could it be? In the last scene, as viewers watch Harry’s son go off to Hogwarts, they all know that even if there will be no more books, these characters will live with them forever.

---

**Generic Structure**

1. **Why is the title given?**
2. **Who is Sarah Womack?**
3. **What is the first paragraph describing?**
4. **What is the second paragraph all about?**
5. **List some words and phrases from the third to the fifth paragraph, which express opinion.**
6. **Explain the use of tense in the sixth paragraph.**
7. **Who is Yates?**
8. **What is the main focus of the eighth paragraph?**
9. **What criticism is being levelled at the film in the ninth paragraph?**
10. **As reviews go, is this review effective? Give reasons to support your answer.**
11. **Identify some examples of literary jargon from this review.**
12. **Who are Radliff, Watson and Grit? Why aren’t their full names given?**
AFTER you have written the first draft of your film review, use the following checklist to review your writing.

Success Criteria for Writing a Film Review

My review hooks the reader with a strong opening sentence about the film.

I included the film genre

I stated who it appeals to (the audience)

I gave a summary of the action without the ending

I gave technical details

I gave my opinion as the reviewer

I mentioned strengths and weaknesses, for example, the plot, acting, costumes

NOW what else can I do to improve my review?

AND FINALLY……………..

DOES THIS RING A BELL ???????
The term “Internet” refers to the global network of public computers running Internet Protocol. In other words, the Internet is a worldwide system of computer networks that allows users to send and receive information from other computers. Today, the Internet is one of the most powerful tools throughout the world and using this tool has both positive and negative effects.

READ THE FOLLOWING INFORMATION ABOUT THE INTERNET.
SORT IT OUT INTO TWO COLUMNS:

The Advantages of the Internet AND The Disadvantages of the Internet

TO BE HONEST:

1. The Internet has information on almost every subject imaginable.
2. There is a lot of misinformation on the Internet. Anyone can post anything.
3. It can be quite depressing to be on the Internet and realize just how uneducated so many people have become in today’s society.
4. It’s easy to waste a lot of time on the Internet. You can start surfing and then realize that far more time has passed than you realized.
5. There are sites such as Yahoo Answers where students can get readily available help for homework.
6. The Internet provides a way for people to connect and interact with each other quickly and inexpensively.
7. There are a lot of unscrupulous businesses that have sprung up on the Internet to take advantage of people.
8. There are message boards where people can discuss ideas on any topic, thereby getting a wide range of opinions.
9. News, of all kinds, is available almost instantaneously, along with commentaries on each item of news, from every conceivable viewpoint.
10. Information, helpful to people of all ages and levels of study, is available. There is everything from scholarly articles to games for the very young.
11. Some people have become addicted to the Internet, which has negatively affected family communications and relationships.
12. It is the platform for products like SKYPE which allow for video conferencing with anyone in the world who has similar access.
13. Friendships and relationships have been made over the Internet.
14. There are paedophiles and other types of predators that hang out in chat rooms on the Internet, waiting for unsuspecting victims.
15. The Internet has a lot of “cheater” sites, where people can buy essays and pass them off as their own far more easily than ever before.
16. The Internet has powerful search engines, which can help locate needed information much faster.
17. Hackers can create viruses that can infiltrate personal computers and ruin valuable data.
18. The Internet and television have combined to add to the more sedentary lifestyles of people, further exacerbating health problems like obesity.
19. Pornography can get into the hands of young children and everyone else, too easily.
20. You don’t have to leave home to go to a library to do research.
21. Hackers can use the Internet for identity theft.
22. The Internet provides e-commerce facilities and online shopping.
23. You can become vulnerable to spamming and spyware.
24. The Internet provides chatrooms, music, movies and other entertainment.
25. It can promote businesses.
26. The Internet can encourage anti-social behaviour.
27. It can distract students from studies and adults from office work.
28. The Internet has opened another avenue for bullying: cyber bullying.
29. Old friends and long-lost family members can reconnect through social network sites.
30. Sensitive information about people can be stolen by hackers, and misused.

(Based on an article by Jeffye: 10 Advantages and 10 Disadvantages of Using the Internet: 2014 Test English Info)

**AFTER** sorting, consult with others to see whether you all agree on how you have compiled your lists.

**NEXT** identify any Internet jargon and find out what each means.

**ALSO**, identify other words that you would like to, or need to know more about, in order to better understand any of the items listed.

**FINALLY**, with your group of co-consultants, decide which side you will be on (advantages or disadvantages); what you consider to be the most important ideas, and find some specific examples to support your ideas. This will lead you to writing your final piece for this unit: an expository essay:
The Examiner’s Report for 2014 AND 2010 have this to say about expository essay writing:

**STRENGTHS:**

- Candidates who scored exceptionally well were **confident** in their choice of topics.
- **Valid** arguments were **illustrated** and **justified**.
- Writing was **fluent** and vocabulary choice was **appropriate** and good.
- The **TEXC** model, used by candidates, allowed for **cohesion** and effective paragraphing.
- A variety of **sentence patterns** featured in many brilliant answers, which were also error-free.
- The **tone** and **style** used were also appropriate.
- Appropriate use of the **passive voice**, contributed to the overall **formal** tone.
- There was **maturity of thought** and **in-depth, apt** use of facts and ideas.
- Essays were **logical**, **well-organised** and **well presented**.
- Writing was neat and **legible**.
- There were clear **introductory** and **concluding** statements.

**OPPORTUNITIES FOR IMPROVEMENT:**

- There is still great difficulty in the use of the more controlled formal tone. **Personal pronouns** are still overused.
- **Organisation of ideas** is still a problem.
- There is still a great need to strengthen knowledge of **topical issues**.
- Content goes off the topic because of **verbosity** and **redundancy**.
- Words are still being used incorrectly.
- Vocabulary needs to be expanded.
- **Run-on** and simple sentences are common.
- There needs to be better **cohesion** and unity of ideas.
- There are too many **general**, **vague** and **sweeping** statements.
- **Grammatical** errors are still rife.

**ACTIVITY**

**GROUPWORK**

- **ENSURE** that you understand, and can give specific details and/or examples, of what the highlighted words in the above text boxes mean.
- **BRAINSTORM** strategies and ideas of how you can improve in each area of expository writing which has been listed by the examiners as items to work on.
- **SHARE** with the class and create a plan of action.
Marking Criteria for Expository Essay

Marking Guidelines:

A. Mark Allocation for Plan
- Plan done and closely followed in the body: 2 marks
- Plan done but not closely followed in the body: 1 1/2 marks
- Plan done but not at all followed: 1 mark
- Poor Plan: 1/2 mark
- No Plan: 0

B. Mark Allocation for Introduction
- Linked closely to the topic: 1 mark
- Some link to the topic: 1/2 mark
- Not closely linked to the topic: 0

C. Mark Allocation for CONTENT:
- Plan: 2 marks
- Introduction: 1 mark
- Content: 5 marks
- Conclusion: 1 mark
- Style: 3 marks
- Mechanics: 3 marks

TOTAL: 15 marks

Read the ‘content’ as IDEAS and FACTS, that is, MATERIAL.
Two aspects are considered:
The quality of the ideas [maturity, originality, accuracy of information and data]
The effective use of these ideas and facts. [insights and depth of understanding]

<table>
<thead>
<tr>
<th>MARKS</th>
<th>SCALE</th>
<th>EXPLANATION</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>Excellent</td>
<td>Mature insights, plenty of relevant and accurate material, apt and effective use of facts and ideas, ideas are logically presented and well-organised. Statements are supported by evidence.</td>
</tr>
<tr>
<td>4</td>
<td>Very Good</td>
<td>As above, but with one or two aspects not as well done as others OR plenty of material but not well organised.</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>Good use of limited material</td>
</tr>
<tr>
<td>2.5</td>
<td>Average</td>
<td>Not very much material and the material is not well presented, but there are a few features which were good.</td>
</tr>
<tr>
<td>1.5</td>
<td>Weak</td>
<td>Very weak or irrelevant material and not well presented.</td>
</tr>
<tr>
<td>0.5</td>
<td>Poor</td>
<td>Scarcity of ideas, inaccurate information, rampant plagiarism from Comprehension passage.</td>
</tr>
</tbody>
</table>
Mark Allocation for STYLE : 3 marks
( 1/2 mark will be deducted for each type of mistake, e.g. for 1 or more contractions, only 1/2 mark will be deducted )

Elements of Style :
1. Sentence structure/patterns/types 2. Paragraphing 3. Tone
7. Structure of the essay : introduction-body-conclusion 8. Expression

Mistakes in Style :
1. Use of personal pronouns 2. Repetition 3. Redundancy
4. Rambling 5. Rhetorical Questions
6. Contractions 7. Colloquial expressions
8. Incomplete sentences 9. Listing clichés 10. Wrong words

Mark Allocation for MECHANICS : 3 marks
( 1/2 mark will be deducted for each type of mistake, e.g. for 1 or more spelling errors, only 1/2 mark will be deducted )

Elements included in mechanics :
1. Punctuation 2. Spelling 3. Tense
10. Plural forms 11. Parts of speech

Mark Allocation for Conclusion : 1 mark
● Linked closely to the essay : 1 mark
● Some Linked to the essay : 1/2 mark
● Not closely linked to the essay : 0

AND NOW ........... HERE IS YOUR ESSAY TOPIC :

The Internet : Scourge or Blessing ?
A. Use oral language accurately and logically to communicate ideas and experiences effectively.

B. Read and view a variety of texts with understanding to demonstrate accuracy, appropriate rate and expression.

C. Write and present for a wide range of purposes and audiences with understanding a variety of texts and visuals to identify and interpret useful information available.

Drama: Julius Caesar
- Group discussions
- Elements of drama
- Conventions of drama
- Overview of Julius Caesar
- Activities based on elements of drama
- Answering examination questions
- Making comparisons

Defining “paradox” and “oxymoron”

Suicide
- Pledge
- Prevention of
- Panel discussion
- Integrated activities

Poetry on social issues

Using pictures as sources for formal writing

The Issue of Language
- Loss of the Mother Tongue
- Loss of identity

Language exercises:
- Proofreading
- Cloze Exercise
- Relative Pronouns
- Idiomatic English

Gender Equality

Domestic Violence

Philosophies on Social Issues

The Language of Instruction:
- Features
- Model
- Practice Question.
IT HAS BEEN SAID THAT “a picture paints a thousand words.”

LOOK carefully at each of the following pictures.

DECIDE what each may be saying about a society, or many societies.

WRITE about 5 pictures that paint the most words for you. (1 or 2 sentences)
SHARE YOUR SENTENCES WITH A PARTNER.

WHAT SOCIAL ISSUES OR ILLS MIGHT THESE PICTURES EVOKE?

BRAINSTORM ON A LIST OF SOCIAL ILLS OR ISSUES THAT ARE TOPICAL RIGHT NOW IN YOUR AREA, REGION OR THE WORLD.

KEEP YOUR LIST UP SOMEWHERE IN THE CLASSROOM, AS YOU GO THROUGH THIS UNIT, SO YOU MAY REFER TO IT AS THE NEED ARISES.

BEFORE READING OF THE DRAMA: JULIUS CAESAR

GROUPWORK: One important question that all will need to answer is the question of leadership: What qualities make up a good leader?

- Compile a list of qualities that your group believes a good leader should have.
- Choose a leader whom the group believes exhibits several of these qualities.
- Read and share any newspaper or magazine articles on the current leaders of the nation. Discuss the leaders’ strengths and weaknesses as identified in the articles. Decide whether or not the qualities listed in the reports are legitimate or just reflect the writer’s opinion.
- Compare the writer’s list with your first list of qualities of a good leader.
- Discuss how you think the leader’s domestic relationships, health, athletic ability, intelligence and moral values affect his or her leadership abilities.
- Report your findings to the class.

Another important issue is friendship.

THINK-PAIR-SHARE

- ANSWER the following questions:
  (i) How far would you go to stop a friend from harming your family?
  (ii) How far would you go to stop a friend from harming your country?
  (iii) How far would you go to obtain revenge on someone, or some group who had destroyed your best friend?
  (iv) What might cause you to betray a friend?
  (v) What is more important to you: friendship or personal moral values?
HERE is another social issue: **superstition and fate.**

**GROUPWORK:** DISCUSS the following questions in your group:

1. To what extent can we control the future?
2. How superstitious are you? Are there any specific rituals you perform before important occasions: an important soccer match, a race, an examination, etc.?
3. Do you believe in, or watch for omens (one for sorrow, two for joy, etc.) before important events?
4. Do you read your horoscope everyday, and do you follow its advice?
5. Create a graph of your group’s findings.

Yet another social issue, which is quite sensitive is **SUICIDE.**

DISCUSS the following in your groups:

- Which societies or cultures viewed or view suicide as an honourable thing to do?
- What does your society think of suicide?
- What is the general world view of suicide?
- What are the latest statistics of suicide in your country?

**All** these issues are explored in one of William Shakespeare’s dramatic tragedies: **Julius Caesar.**

**Written** around 1599, the play is based on real events that took place in Roman history, and depicts one of Rome’s dictators, Julius Caesar, who was assassinated in 44 B.C.

It was recorded as first being performed in September of 1599.

It has been consistently performed since then.

**Since** drama is a type of literature that is primarily written to be performed for an audience. It is important to keep certain features of drama in mind. Some of these features relate to drama as literature; others reflect its character as a performance.
Julius Caesar is a tragedy. A tragedy is a play in which the main character experiences disaster, but faces this downfall in such a way as to achieve heroic stature.

Even though tragedies are gloomy, they are also triumphant, because they inspire exaltation at the greatness human beings can attain even in defeat.

Some Conventions of Drama

1. **Cast of characters:** listed at the beginning of the play, before the action starts.
2. **Act:** a major division of a play.
3. **Scenes:** major divisions of an act.
4. **Stage directions:** a dramatist’s instructions for performing a play.
5. **Aside:** a short speech or comment delivered by a character to the audience, but unheard by the other characters who are present on stage.
6. **Foil:** a minor character whose traits contrast sharply with those of the protagonist.
7. **Dialogue:** conversations between characters
8. **Monologue:** a long speech spoken by a single character to himself or herself, or to the audience.
9. **Soliloquy:** a monologue in which a character speaks his or her private thoughts aloud and appears to be unaware of the audience.

Some Elements of Drama

1. **External conflict:** this pits a character against nature, fate, society, or another character.
2. **Internal conflict:** is found between opposing forces within a character.
3. **Dramatic tension:** the suspense caused by the rising action leading to a climax, and then falling action.
4. **Protagonist:** the central character of the play and often undergoes radical changes as the action progresses.
5. **Antagonist:** the character who opposes the main character.
6. **Themes:** the issues or questions raised which provoke thought, in a play.
7. **Setting:** the time, place and society of the characters.
Here, then, is an OVERVIEW of *Julius Caesar*:

(Adapted from the Signet Classics Edition)

ACT 1

**SCENE I** (*A street in Rome*) Because Caesar has returned with victory, the working people of Rome have a day off. Two Roman officials are angered by the celebration as they see Caesar as a threat to Rome’s Republican rule. They disperse the crowd and remove banners and signs honouring Caesar.

**SCENE II** (*The same streets*) Caesar marches through the streets with a full entourage. He arrives in time to be part of the celebrations of the Feast of Lupercal. From the crowd a soothsayer warns Caesar about the 15th of March, but Caesar dismisses him and his words and continues on with his attendants.

Following behind them, two Roman senators begin sharing their fears about Caesar. They are worried that he will become more powerful and remove their power as Roman aristocracy. Cassius tries to find out how Brutus really feels about Caesar’s rise to power and how he will react to becoming part of the conspiracy to kill Caesar.

Caesar, upon seeing the two talking, tells Antony that he doesn’t trust Cassius.

Casca recounts to Brutus and Cassius how Caesar thrice refuses to become king of Rome. This makes the men even more uneasy.

**SCENE III** (*A street in Rome*) Later that night, there is a violent storm. During the storm Cassius manages to recruit Casca and plots to convince Brutus by getting another co-conspirator, Cinna to place anonymous notes in strategic places for Brutus to find.

ACT II

**SCENE I** (*In Brutus’ garden*) Alone in his garden, Brutus decides that Caesar must be assassinated, because he might become a tyrant. He is joined by the others and they decide to kill Caesar the next day at the Capitol. Brutus convinces them not to kill Antony, as that would be overkill on their part. Brutus’ wife, Portia enters after the others leave. She convinces Brutus to tell her what he is so troubled about, after she shows she can handle the truth.

**SCENE II** (*Caesar’s house*) Calpurnia, Caesar’s wife sees evil omens in the night’s storms and persuades her husband not to go to the Capitol. He, however, is persuaded by a trusted friend, Decius, (who is also a conspirator) to change his mind, by flattering him.

**SCENE III** (*A street near the Capitol*) Artemidorus reads a paper he plans to give Caesar, which warns him about the conspiracy.

**SCENE IV** (*Another part of the street*) A very nervous Portia is trying to find Brutus and asks a soothsayer about where Caesar might be.
**ACT I**

**SCENE I (Rome – before the Capitol)** Caesar ignores Calpurnia’s warning and other warnings. He goes to the capital. There he gives an arrogant speech and is murdered by the conspirators.

Antony approaches the conspirators and tells them he understands and forgives them. He requests to be allowed to give Caesar’s eulogy. In spite of the others’ wishes, Brutus allows this request. Alone with Caesar’s body, Antony vows to avenge his death.

**SCENE II (The Forum)** Brutus delivers a logical, unemotional speech which sways the crowd to accepting Brutus as the next Caesar. Antony’s following eulogy is very emotive, and sways the crowd to change their minds about Brutus. Antony is told that Octavius and Lepidus are staying at Caesar’s house and that Brutus and Cassius have fled the city. Antony plans to meet with Octavius and Lepidus so that they can join forces against the conspirators.

**SCENE III (A street in Rome)** The enraged mob attacks the poet Cinna and kills him, because they think he is one of the conspirators.

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**ACT IV**

**SCENE I (A house in Rome)** The triumvirate of Antony, Octavius, and Lepidus plan to pursue and destroy Brutus and Cassius. In their plans, they coldly compile a death list of anyone who might stand in their way.

**SCENE II (A camp near Sardis)** Brutus awaits Cassius’ arrival, wondering whether their relationship is still intact.

**SCENE III (A camp near Sardis)** Brutus and Cassius argue violently over Cassius allowing his soldiers to take bribes. When Cassius realises that the real cause of Brutus’ anger is the news of Portia’s death, he stops arguing. That night, Brutus is visited by Caesar’s ghost, who informs Brutus that they will meet again at Phillippi.

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**ACT V**

**SCENE I (The Plains of Phillippi)** The two armies meet and the generals argue over who is at fault. When nothing is resolved, they return to their armies and prepare for battle. Both Brutus and Cassius vow to win or not be taken alive.

**SCENE II (The battle field)** Brutus sends a messenger to Cassius with instructions to attack Octavius.

**SCENE III (The battle field)** Retreating from Octavius’ troops, Cassius sends his trusted friend Titinius to see if the oncoming troops are friend or foe. Seeing Titinius suddenly surrounded by the soldiers, Cassius mistakenly believes they are enemies. Losing all hope of victory, Cassius takes his own life. Brutus mourns his death.

**SCENE IV (The battle field)** Lucilius, masquerading as Brutus, is captured by Antony’s troops. Antony honour’s him for protecting Brutus.

**SCENE V (The battle field)** When he sees that the battle is lost, Brutus also commits suicide, rather than face capture. Antony gives a moving eulogy over Brutus’ body. In a gesture of goodwill, Octavius agrees to pardon all Brutus’ men. And take them into his service. The civil war ends with an omen of peace for the future.
CONSIDER THE FOLLOWING QUESTIONS AS YOU READ:

1. Are the conspirators justified in killing Caesar?
2. What are Caesar’s strengths as a leader?
3. What are Caesar’s weaknesses as a leader?
4. What are Brutus’ strengths as a leader?
5. What are Brutus’ weaknesses as a leader?
6. How does Antony’s highly-charged speech sway the listeners?
7. How does Shakespeare use language to reveal characters to readers?
8. Compare and contrast Portia and Calphurnia. How does Shakespeare make them appear?
9. What steps does Cassius take to convince Brutus to become a conspirator? Would Brutus have joined if he realised that Cassius was manipulating him? What does this say about these two characters?
10. Which of the two, Brutus or Caesar, would you prefer to be your leader? Explain why.
11. Do you agree with Antony’s eulogy of Brutus? Explain your answer.
12. Who, at the end of the play, will be Rome’s next ruler? What type of ruler do you think he will be? Give reasons for your answer.
13. Identify ONE or TWO words from each act which you need to understand better.

DURING THE READING OF THE DRAMA

AFTER THE READING OF THE DRAMA

1. CHOOSE ONE of the following scenes to act in your group:
   
   A. Act 1 Scene 1: The confrontation between Flavius, Marullus and the commoners.
   B. Act 3 Scene 1: The murder of Caesar.
   C. Act 3 Scene 2: Brutus and Antony’s eulogies.
   D. Act 4 Scene 1: The triumvirate creating their list.
   E. Act 4 Scene 3: The argument between Brutus and Cassius.
   F. Act 5 Scene 5: The death of Brutus.
   G. Act 5 Scene 5: The triumvirate’s triumph.
2. **FILL IN THE GAPS in the following notes on *Julius Caesar*.**

Only ONE word is needed for each gap.

**A. Setting**

The play begins in ______1_____ on February 15, 44 _____2___ and ends in Philippi, Greece, ___3___ 42 B.C. when Cassius and ___4___ commit suicide after battling the ___5___ of Mark Antony and Octavius.

Part of ___6___action is also set in the ___7___ of Brutus and Cassius near Sardis (in present-day Turkey).

**B. Characters**

The protagonist is ______1____, while the antagonists are ___2____ Marc Antony and Julius Caesar. The foil of Brutus is ___3___.

**Julius Caesar:** Triumphant general and political ___4____ of Rome.

Although he is highly competent ___5___ multi-talented, he is also condescending and ___6___. In his conversation, he frequently ___7___ the third-person "Caesar" instead ___8___ the first-person "I" to refer to himself and also sometimes ___9___ the kingly "we" for "I." He depicts ___10___ as a man of unshakable resolve, ___11___ he proudly and recklessly ignores ___12___ about his safety. Rumours abound that he ___13___ to be crowned king.

**Marcus Brutus:** Roman senator and praetor ___14___ helps plan and carry out Caesar's ___15___. Historically, Marcus Junius Brutus (84-42 B.C.) ___16___ a reputation in his day among ___17___ republicans as a noble and fair-minded ___18___. However, his opponents—notably ___19___ of Caesar—regarded him as a ___20___. Brutus had fought against Caesar ___21___ before. Caesar had forgiven him, but ___22___ turns against Caesar a second time, helping to lead the ___23___ that leads to Caesar's assassination. Brutus believes the action is ___24___ to prevent Caesar from ___25___ dictator-for-life, meaning that all
power ___26___ reside in Caesar and not in the ___27___ representing the people. In Shakespeare’s ___28___ Brutus’s nobility and idealism ___29___ the audience’s sympathy. But in the ___30___ Roman world of power politics, characterized ___31___ perfidy and pragmatism, it is ___32___ virtues that doom him. His downfall and ___33___ are the real tragedy of the play, not the death of Caesar.

3. MATCH the following descriptions with the correct characters. :

A member of the ruling triumvirate after the assassination of Julius Caesar. He is cunning, loyal and pragmatic, a thoroughgoing politician who can wield words just as effectively as he wields weapons.

A clever and manipulative senator who persuades Brutus to join the assassination conspiracy. Unlike Brutus, he is no idealist; his primary motivation for conspiring against Caesar appears to be jealousy. Though small-minded and mean-spirited early in the play, he later displays courage and a modicum of honour on the field of battle.

Grandnephew of Julius Caesar and a member of the ruling triumvirate after the assassination of Julius Caesar. He is also known in history books as Octavian, later became emperor of Rome as Augustus Caesar.

A member of the ruling triumvirate after the assassination of Julius Caesar. Because he is weak, he is easily pushed aside.

She is a reflection of her husband: brave, loyal, noble and proud. She wants to be able to share her husband’s pain and sorrows. When she cannot bear the failure of her husband’s plans any longer, she commits suicide by swallowing hot coals.

She is treated like a child by her husband: molly-coddled, humoured, or left alone—whatever he feels at that moment. She displays terror for her husband and not for herself, which displays the love she has for her husband.

He is one of the leading conspirators against Caesar. He was also the first one to stab Caesar, from behind. He is a rough, uneducated man, very superstitious, and easily manipulated by Cassius. He is a coward, choosing to stab Caesar in the back, rather than face him.

He is a brave and trusted soldier. Both Brutus and Cassius trust him. He ends his own life with the same sword that killed Cassius.

AND THE CHARACTERS ARE ...

7. Casca 8. Calphurnia
4. **HERE** are other characters who play minor roles in the drama:
   a. **Artemidorus**: Teacher of rhetoric who attempts to warn Caesar that Brutus, Cassius, and others have turned against him.
   b. **Soothsayer**: The seer who warns Caesar to beware of the ides of March (March 15). Shakespeare does not name the soothsayer.
   c. **Poets**: Cinna and an unnamed poet.
   d. **Friends of Brutus and Cassius**: Lucilius, Messala, Young Cato, Volumnius.
   e. **Servants of Brutus**: Varro, Clitus, Claudius, Strato, Lucius, Dardanius.
   f. The **Servant of Cassius**: Pindarus.

5. **THEMES**

   A. Look at the following themes and identify scenes from the play which support them.
   
   I) **Idealism exacts a high price**
   
   II) **Pride is the harbinger of destruction**
   
   III) **Great political ambition breeds great political enmity**.
   
   IV) **Deceit wears the garb of innocence**
   
   V) **Recognize and heed warnings**.
   
   VI) **Words are powerful weapons**.
   
   VII) **One man’s hero is another man’s villain**.

   B. Act out a scene of your choice which displays one of the above themes.

6. **EXAMINATION QUESTIONS.**

   Using the play, answer the following sets of questions taken from previous examinations.

   **Excerpt A (2012)**

   X: That you love me, I am assured. I can make an intelligent guess what you want me to do. I shall let you know later on my thoughts, and I would request you not to ask of me anything more for the present. I shall find a time when we can meet and discuss all these things and I will patiently listen to you. In the meantime, I would ask you to consider that Brutus would rather live in a village than in Rome **under the tyranny which the present condition may bring upon us**.

   *Pacific Shakespeare*, 1979
QUESTIONS

(i) Who is speaker X and who is being addressed? (1)

(ii) What is the subject of their conversation? (1)

(iii) Describe the event that is taking place during this conversation. (2)

(iv) Explain why X is finding it difficult to express his thoughts. (2)

(v) Explain what X means by the phrase under the tyranny which the present condition may bring upon us. (2)

(vi) Describe what happens to the two speakers at the end of the play. (2)

Excerpt 2 (2013)

X: Good friends, sweet friends, let me not stir you up
To such a sudden fury of mutiny.
They that have done this deed are honourable.
What private grief they have, alas, I know not,
That made them do it. They are wise and honourable.
And will, no doubt, with reasons answer you.
I come not, friends, to steal away your hearts;
I am no orator as Brutus is,
But, as you know me all, a plain blunt man,
That love my friend; and that they know full well
That gave me public leave to speak of him.

Julius Caesar by William Shakespeare, 2004

QUESTIONS

(i) Identify X (1)

(ii) Who is he addressing as Good friends, sweet friends? (1)

(iii) Explain the deed that is being referred to here in line 3. (1)

(iv) Describe why the deed is being regarded as honourable. (2)

(v) Speaker X has compared himself/herself to Brutus. Comment on the comparison made. (2)

(vi) What is the speaker trying to achieve in this speech? Give a reason for your answer. (2)

(vii) Name the character referred to as my friend in line 10. (1)
2. **HAVING READ the play, GO BACK to the four social issues you discussed BEFORE reading Julius Caesar.** Are there any questions/ideas you may look at differently now? Why?

3. **IN WHAT WAYS is your society today, similar to that of the society in the play?** What would the Romans of 44 B.C think if they were to be here today? What differences would they notice immediately?

Here is what one comedian, the late George Carlin had to say about today’s society:

An observation by George Carlin:

The paradox of our time in history is that we have taller buildings but shorter tempers, wider freeways, but narrower viewpoints. We spend more, but have less, we buy more, but enjoy less. We have bigger houses and smaller families, more conveniences, but less time. We have more degrees but less sense, more knowledge, but less judgment, more experts, yet more problems, more medicine, but less wellness.

We drink too much, smoke too much, spend too recklessly, laugh too little, drive too fast, get too angry, stay up too late, get up too tired, read too little, watch TV too much, and pray too seldom.

We have multiplied our possessions, but reduced our values. We talk too much, love too seldom, and hate too often.

We've learned how to make a living, but not a life. We've added years to life not life to years. We've been all the way to the moon and back, but have trouble crossing the street to meet a new neighbour. We conquered outer space but not inner space. We've done larger things, but not better things.

We've cleaned up the air, but polluted the soul. We've conquered the atom, but not our prejudice. We write more, but learn less. We plan more, but accomplish less. We've learned to rush, but not to wait. We build more computers to hold more information, to produce more copies than ever, but we communicate less and less.

These are the times of fast foods and slow digestion, big men and small character, steep profits and shallow relationships. These are the days of two incomes but more divorce, fancier houses, but broken homes. These are days of quick trips, disposable diapers, throwaway morality, one night stands, overweight bodies, and pills that do everything from cheer, to quiet, to kill. It is a time when there is much in the showroom window and nothing in the stockroom. A time when technology can bring this letter to you, and a time when you can choose either to share this insight, or to just hit delete.
1. Make a list of the pluses and minuses of today’s societies, according to George Carlin:

<table>
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<th>MINUS</th>
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2. Which of these traits would the people of Caesar, Brutus and Antony’s time have agreed with?

3. Which qualities would they have been shocked or amazed by?

4. How well has Carlin described your own society?

**WHAT IS A PARADOX?**

George Carlin talks about the paradoxes he sees in our time in history.

- After reading his thoughts, what definition can you come up with, for what a paradox might be?
- **SHARE** your definitions with others. Come up with a class definition of what a paradox might be.
- **HERE ARE SOME SYNONYMS** for “paradox”
  - absurdity, anomaly, contradiction, enigma.
  - inconsistency, mystery, oddity, puzzle.
- **LIST SOME ANTONYMS** for “paradox”.
- **READ** some more examples of paradoxes:
  - “My only love sprung from my only hate” (Shakespeare)
  - “I must be cruel only to be kind” (Shakespeare)
  - A broken heart is always full.
  - While moving forward, things go backward.
  - Humans’ flaws are what make them perfect.
Find some examples of paradoxes in Julius Caesar.

FINALLY, check a dictionary for the meaning of “paradox”. How spot-on, were you?

ANOTHER figure of speech which combines incongruous or contradicting terms, is the oxymoron. The plural is oxymorons or oxymora.

One significant difference between the oxymoron and the paradox, is that the oxymoron is usually made up of just two words: an adjective and a noun, or a noun and a verb:

dark light deafening silence LIVING DEAD open secret

VIRTUAL REALITY, “Feather of lead, bright smoke, cold fire, sick health”
(Shakespeare)

RETURN to Carlin’s comments. Convert some of his paradoxes to oxymora:

For example: unneighbourly neighbour, worthless values, blind viewpoints.

In this play, several characters, both major and minor, lose their lives, either at their own hand, or at the hands of others:

1. **Julius Caesar** was assassinated by a group of conspirators. As a direct result of his assassination, civil war broke out.

2. **Cinna** the poet was senselessly lynched by the angry mob.

3. **Portia** commits suicide when she realises her husbands plans are coming apart.

4. **Cassius** commits suicide when he thinks all is over for him.

5. **Brutus** commits suicide rather than be captured

6. **Titinius** follows Cassius in suicide.

In the Roman society, suicide was considered an honourable act.

However, in today’s societies, many look upon suicide as a social problem or taboo. It has legal, social, emotional and spiritual implications.

The word suicide is derived from Modern Latin suicidium “suicide,” from Latin sui “of one self” (genitive of se “self”), + -cidium “a killing” (see -cide). (from Online Etymology)

There are names of other forms of killing like matricide (killing of one’s mother); patricide (killing of one’s father); homicide (killing of another person); fratricide (the killing of one’s brother or sister); regicide (the act of killing a king); genocide (the deliberate killing of a group of people or ethnic group); infanticide (the deliberate killing of an infant); filicide (the murder of one’s own child); feticide (the act of destroying a foetus).
The Ministry of Education here in Fiji has created an anti-suicide pledge which shows that the societies today do not think the same way as the Romans did. In fact, the pledge states the present day views loudly and clearly:

The Anti-suicide Pledge

I pledge that I:
(i) will grow to my full potential to serve my family, my community and my country.
(ii) will never be pressured by anyone or tempted to commit suicide.
(iii) will seek all assistance I can get and not harm myself in any way to bring shame to my family, my school, my community and my country.
(iv) am unique and have a purpose as to why I am in this world and will never put this life to waste by ending it prematurely.
SUICIDE FACTS, WARNING SIGNS AND PREVENTION  (Adapted from an article by Dr. Nirvana Karan.)

Nearly one million people die from suicide each year. (WHO). Around twenty million others attempt suicide annually. Suicide represents a mortality rate of one death every 40 seconds worldwide. These figures are not only alarming, but are a silent cry for help. It is a major public health issue and can occur to people of all ages and backgrounds.

What is suicide?
Suicide is the intentional act of causing one’s own death. An attempted suicide is one where an individual engages in self-injurious behaviour with the intent to end their life, but the attempt does not result in death. Prior to suicide, a person may experience thoughts of death or dying. These thoughts may be fleeting or persistent.

Suicide should not be confused with acts of deliberate self harm whereby a person intentionally engages in self-injury without the intent to end their life. However, some persons who deliberately harm themselves in this way may ultimately die because of the lethality of the chosen method. For example, a person may choose to cut themselves to relieve emotional pain and end up cutting a vital blood vessel.

What are the Effects of Suicide?
Suicidal behaviour is not only devastating to the person involved, but also to their families and friends. Survivors often experience a range of conflicting emotions including anger at the deceased for taking their life, intense pain at the loss of a loved one, sadness and helplessness to prevent it. Some are stigmatized while others become preoccupied at finding the cause of the suicide.

What are the Causes of Suicide?
Common risk factors for suicide include unemployment, low income, a history of being physically or sexually abused, mental illness, physical illness, past history of suicidal behaviour and a family history of attempted suicide. In younger people, being bullied in school, and having relationship difficulties is greatly associated with suicide. Other triggers identified are identity loss and family instability.

What are Some Warning Signs and Symptoms?
People who take their lives suffer from severe anxiety and agitation. They often feel trapped in their situations and have persistent thoughts of death. Warning signs that a person is planning to commit suicide may include making their will, putting their affairs into order, making sudden visits to family and friends (last visits), writing a suicide note, or buying instruments of suicide like rope, excess pills, a hose or pesticide. They often feel hopeless and experience a loss of interest in things they used to enjoy. They feel like they lack purpose in life and become socially withdrawn. A significant number also experience mood changes. They may resort to excessive smoking, drinking or drug abuse to cope with their feelings. Their overall performance in school or at work may decline.

How Can Suicide be Prevented?
The first step in suicide prevention is invariably a trustful communication. Most times a lack of communication leads to increased tension in relationships. People who are showing signs and symptoms need to be encouraged to seek help or talk to someone they trust. Talking helps resolve some of the common causes of suicidal thoughts.

There is compelling evidence that adequate treatment of mental illness and alcohol and drug abuse greatly reduces suicide rates. (WHO). Restricting access to common methods of suicide has also proven to be effective. Removing medications, knives and other harmful instruments from the immediate environment, restricted access to harmful chemicals and well-regulated dispensing of excessive medicines, have all proved to be effective in reducing suicide rates.

Good family support, good friendships, good social supports, being hopeful and a desire to resolve all conflicts all go a long way in suicide prevention. Other strategies include frequent stress-relieving activities to help mental wellness, socialising, writing down feelings and avoiding the use of drugs and alcohol as means of coping.

Where Can People Get Help?
School counsellors, Counselling services, Medical staff, General Practitioners (doctors), St Giles Hospital, a trusted person (family member, friend, priest, pastor) Helpline: 1325
ACTIVITY

1. After reading the article on suicide, have group–based activities.

   A. Read the comments below, written by a troubled youth. In your groups, discuss what you can say to this person to help prevent a possible suicide.

   Sometimes I feel so hopeless and I want to end my life. What stops me is the fear of hurting my family and being punished in the next life. Shouldn’t there be a better reason to live?

   B. You may also create a role play using the above scenario. After reading the same by article by Dr. Karan, a student was inspired to write the poem below:

   A Friend’s Plea

   By Vaseva Koroi

   I cannot climb inside your mind,
   Your thoughts and emotions to unwind.
   I cannot tell you what to choose—
   It’s not my life you’d have to lose.
   But I do implore you to talk to me
   Open up your soul and let me see,
   The pain that’s lurking there—
   The abuse, the sadness, the guilt, the despair.
   Were you bullied, or is it just your heart?
   Do you feel that you’re being torn apart?
   Communicate.
   Give me a sign.
   Show me an opening.
   Toss me a line.
   Let me help you
   That’s the only way,
   I can convince you, everything’s okay.
C. CREATE either a group poem or a song, based on the article on suicide. Present it to the class.

D. LOOK at the posters below, then create your own anti-suicide group poster.

Suicide doesn't take away the pain, it gives it to someone else.

OPTIONS FOR THE FUTURE:
1. SUICIDE
Keep fighting.

Your skin isn't paper, don't cut it.
Your face isn't a mask, don't hide it.
Your size isn't a book, don't judge it.
Your life isn't a movie, don't end it.
In the drama, along with self-inflicted death, is death caused by others, that is, assassination, lynching, murder, execution and war. In this way, the Romans are no different from today’s societies.

Claude McKay, who was born in Jamaica, and went to the United States to study, has written several poems on the above-mentioned issues.

The first poem’s title speaks for itself:

```
THE LYNCHING

His spirit in smoke ascended to high heaven.
His father, by the cruellest way of pain,
Had bidden him to his bosom again;
The awful sin remained still unforgiven.
All night a bright and solitary star
(Perchance the one that ever guided him,
Yet gave him up at last to Fate’s wild whim)
Hung pitifully o’er the swinging char.
Day dawned, and soon the mixed crowds came to
view the ghastly body swaying in the sun:
The women thronged to look, but never a one
Showed sorrow in her eyes of steely blue;
And little lads, lynchers that were to be,
Danced around the dreadful thing in fiendish glee.
```

The last two lines are the most chilling, as they depict that the children have no chance of breaking this cycle of hate, because they have become desensitised to the severity of the lynching. They are already, at such a young age, threats to society, especially being raised by their unrepentant mothers.

McKay uses Shakespeare’s form of the sonnet and some of his expressions are somewhat Shakespearian.

McKay spends the major part of the poem describing the response of the members of the community to the lynching. It would appear that he would like people to pause and reflect on the seriousness of what the poem is about. People need to understand the harm lynching inflicts upon others. It is an extreme act of violence and the way the community or society accepts it is disturbing. McKay wants readers to understand that societal beliefs and customs are not always what is best or right. Instead, we need to look at things through our own lenses so that we will understand if something is truly right or wrong.
In a second poem, McKay talks about war. In a letter he wrote in 1946, he talks about his poem:

.....And since this war started, World War II, it has been used by many organisations. And an Englishman wrote me back in 1942, asking me to let him use it in an Anthology. Then towards the end of 1944 one morning I turned on my radio (which I seldom do) and a commentator was talking about a friend who had recently died on the Russian Front. The commentator went on to say that this friend of his hated injustice and had loved poetry and there were about six favourite poems which he had always carried with him. And he would like to read one of them. And he read If We Must Die from beginning to end. Of course my name was not mentioned as the author, nor my book. But I felt compensated enough that the poem was read. For I knew then, as I had always known, that If we Must Die was not a race poem, but a universal poem......

---

**IF WE MUST DIE**

If we must die—let it not be like hogs
Hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursed lot.
If we must die—oh let us nobly die,
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honour us though dead!
Oh, Kinsmen! We must meet the common foe;
Though far outnumbered, let us show us brave,
And for their thousand blows deal one death-blow!
What though before us lies the open grave?
Like men we’ll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back.

---

1. They all know that they are going to die, so they will die with dignity.
2. They are being hunted by attackers who are delaying the moment of attack.
3. The attackers are crowing over their defeat, mocking their bad luck.
4. So if they die, they must fight back and die with glory.
5. In battle they have become brothers-in-arms, against the same enemy.
6. They are now determined to strike back, even though they know that the only outcome is death.

---

PICTURE a group of exhausted, battle-weary soldiers, sitting on the ground, THEN

UP SPEAKS their leader, giving them that final, inspiring, talk, empowering them to fight to the bitter end. It is an inspiring call to action.

This is another sonnet, with the last two lines delivering the key theme.

**DECADES LATER, WINSTON CHURCHILL USED THIS POEM TO RALLY THE BRITISH IN THEIR FIGHT AGAINST NAZI GERMANY.**
Two of the direct effects of war are poverty and hunger.

LOOK at the following images and posters and then answer one of the following examination writing questions, using the quotes and images as your sources of information.

Questions:

Expository Essay

Either (a) Hunger—whose responsibility?
or (b) Education is the way out of poverty.
or (c) Selfishness—the road to disaster.
or (d) How poverty can be solved.

or

Speech

(e) You have been asked to give a speech during a school assembly on the topic: “Stop Corruption: Reduce Poverty and Hunger.” Write the text of your speech.

or

Letter (f) Your name is Marica Singh or Danny Lum. You are the Chairperson of the Self-Reliance Club in your area. Your committee is working on a project to encourage the youth in the area to stay in school, with the motto: Education For Better Work.

Write a letter to the Principal, Daba High School, Box 107, Suva, asking him if you could be allowed to address the students of Daba High School on your special project. Give reasons for starting your project and what you are doing as a committee to encourage and motivate youths to remain in school and hence avoid drop outs.
As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others.

Audrey Hepburn

I don’t want to live in the kind of world where we don’t look out for each other. Not just the people that are close to us, but anybody who needs a helping hand. I can’t change the way anybody else thinks, or what they choose to do, but I can do my bit.

Charles de Lint

THE WORLD SPENT $1735 BILLION ON WAR IN 2012

IT WOULD TAKE APPROXIMATELY $135 BILLION TO TOTALLY ERADICATE POVERTY

You cannot tell a hungry child that you gave him food yesterday.

—Zimbabwean Proverb

NEVER look down on someone unless you’re Helping them up

On This Basant Panchami “Help the poor, at least this would give him hope that the world is not yet empty of good people”

—GEAR

“We think sometimes that poverty is only being hungry, naked and homeless. The poverty of being unwanted, unloved and uncared for is the greatest poverty. We must start in our own homes to remedy this kind of poverty.”

Mother Teresa
"I choose to identify with the underprivileged. I choose to identify with the poor, I choose to give my life for the hungry, I choose to give my life for those who have been left out of the sunlight of opportunity...this is the way I'm going. If it means suffering a little bit, I'm going that way. If it means sacrificing, I'm going that way. If it means dying for them, I'm going that way, because I heard a voice saying 'DO SOMETHING FOR OTHERS.'

- Dr. Martin Luther King Jr.

Facebook.com/NoTeaParty
www.AAM1D.org

Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed. This world in arms is not spending money above. It is spending the sweat of its laborers, the genius of its scientists, the hopes of its children.

Dwight D. Eisenhower

We live in a world in which we need to share responsibility. It's easy to say, 'It's not my child, not my community, not my world, not my problem.' Then there are those who see the need and respond. I consider those people my heroes.

FRED ROGERS

"You pray for the hungry. Then you feed them. This is how prayer works."

Pope Francis

Never before has man had such capacity to control his own environment, to end thirst and hunger, to conquer poverty and disease, to banish illiteracy and massive human misery. We have the power to make this the best generation of mankind in the history of the world or to make it the last.

(John F. Kennedy)

izquotes.com
Julius Caesar was adapted by William Shakespeare from the original history written by the writer, Plutarch. At that time, the language of everyone in republican Rome was most certainly Latin. More educated, cultured and intellectual types (mainly aristocrats) would have been literate in reading Greek and many of them would have been fluent in speaking it as well. But the language of government, of law, of politics and of the Empire was most certainly and quite robustly Latin.

As the Romans conquered most of Europe, the Latin language spread throughout the region. Over time, the Latin spoken in different areas developed into separate languages, including Italian, French, Spanish, and Portuguese. These languages are considered “sisters,” as they all descended from Latin, their “mother” language.

Today, Latin is classified as a dead language. It is no longer spoken or used in everyday conversation. Latin is studied mainly by scholars. Learning Latin can be quite helpful in terms of learning the roots of English words, many of which have those Latin roots.

See how many more words you can find for the Examples column:

<table>
<thead>
<tr>
<th>LATIN ROOT</th>
<th>MEANING</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>dict-</td>
<td>to say</td>
<td>contradict, dictate, diction _____, _____</td>
</tr>
<tr>
<td>-duc-</td>
<td>to lead, bring, take</td>
<td>reduce, deduce, _____, _____</td>
</tr>
<tr>
<td>-gress-</td>
<td>to walk</td>
<td>regress, progress, _____, _____</td>
</tr>
<tr>
<td>ject -</td>
<td>to throw</td>
<td>eject, reject, _____, _____</td>
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<tr>
<td>pel -</td>
<td>to drive</td>
<td>impel, compel, _____, _____</td>
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<tr>
<td>pend -</td>
<td>to hang</td>
<td>append, pendant, depend, _____, _____</td>
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<td>port -</td>
<td>to carry</td>
<td>porter, portable, deport, _____, _____</td>
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<td>to write</td>
<td>scribe, describe, _____, _____</td>
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<tr>
<td>script</td>
<td></td>
<td>description, prescription, _____, _____</td>
</tr>
<tr>
<td>tract-</td>
<td>to pull, drag, draw</td>
<td>attract, tractor, traction, _____, _____</td>
</tr>
<tr>
<td>vert-</td>
<td>to turn</td>
<td>invert, avert, _____, _____</td>
</tr>
</tbody>
</table>
Many linguists (those who study languages) have forecast that if societies are not careful, their language may go the way of Latin, a dead language that is not spoken by too many.

These same fears are being expressed in this country, as English becomes more and more the language of communication in every facet of life in this country.

ACTIVITY

1. **READ** the following article written by a distinguished local linguist.

---

**Beauty of language and literature**

Manpreet Kaur  
Monday, August 31, 2015

Imagine a world without a word, a world without conversation, a world void of language, a world annulled of speech. Imagine, prime language forming the basis of conversation. This scenario is not only complicated to comprehend, but rather impracticable.

In this era of swift industrialisation and technological enlargement, language has fashioned the premise of progress, of survival, of career advancement, of communication. Thus, a lot of prominence is given to the two pertinent disciplines namely language and literature.

All schools in Fiji, through the Ministry of Education, have continued in the pursuit to embark on the significance of language and literature and ways in which these disciplines can be inclusive in their curriculum considering Fiji's diverse population.

**Distinct feature**

As an intellectual, I ask: What is one element that makes us distinct or unique from the person right next to us and truly defines us as human?

The answer is our language. Language is our identity, it is our soul and our being, our existence as a person marking our race and ethnicity, language is sustenance. Imagine a world without language. Language makes us distinct from animals.

In Fiji's context, language makes us a pluralistic nation. We are one people, one nation with multiple languages, and dialects. We speak languages such as English, the two widely spoken vernaculars iTaukei and Fiji Hindi. Aren't you proud to be a bilingual or multilingual? Bilingual is one who speaks two languages and in Fiji many of us are multilingual speaking more than two languages.

In addition, the Ministry of Education has made it mandatory through the Fiji National Curriculum Framework to make the curriculum inclusive, giving equal importance to English, the compulsory language, and our two leading vernacular languages through their conversational Hindi and iTaukei classes.

So the next question is: Where to from now? How best can we teach our three important languages?

**Language acquisition**

First language acquisition is from birth to five years. By the time a child is five, s/he has fully acquired his or her mother tongue through listening, observation and imitation. The child is never taught the mother tongue. The child hears the parents and caregivers speak and they emulate the speakers.

However, second language acquisition is structured learning unlike the mother tongue. The child acquires the language in a formal setting, like the school, under the guidance of a language teacher. Though acquiring a second language is lifelong, one will still never be as proficient as in their mother tongue.
Research shows if one is proficient in their mother tongue, he/she will be able to learn and master a second language with ease. Thus, we must begin to take pride in our mother tongue, and not be ashamed to speak in vernacular. However, in school, children should continue to speak in English which is the medium of instruction but never let go of your first language, which is your identity. Back to the initial question: How best can language be taught? George Bernard Shaw, a playwright aptly said: "He who has nothing to read has nothing to write." Simply, the more one reads, the better one becomes in both oral and written language.

Also, do not take English, Hindi and iTaukei as subjects but appreciate them as languages. We need to change our mind-set about each being a subject. It isn’t. It is a language and there is no beauty greater than acquiring another language.

So, why do we continue to address them as subjects? Delete the word subject, and then you will begin falling in love with these languages, and proficiency will come automatically.

Added to that, we can also become better speakers by beginning to love reading, reading anything and everything that interests us. While travelling to school, read the billboards, while in school, hop into the school library and grab a newspaper, read your favourite section.

I am certain children love to read the horoscope and sport section and movies, so be it. At least they are reading. We also have the tendency to read what is printed on other people’s shirts and tops, go for it.

The more you read, the better you will become as speakers of language and ultimately your writing will improve.

**Mirror of life**

What then is literature? Literature is the mirror of life. Our life unfolds like literature, like each episode in a series. Watching a movie is literature, our holy books are epic literature, reciting a poem is literature, drawing and art are literature, enacting a play is literature, humming a song is literature, falling in love is literature, breaking-up is literature, anything and everything we do in life is literature.

It is our imagination, our creativity: both visual and in written form. So, when one reads a book, a short story, a novel or a poem, one learns powerful messages, messages relating to our lives, our everyday living.

Even while watching a movie it is a common practice to wipe tears during intense and emotional scenes, This is literature. It has the power to move our very being; awaken us and make us empathise with the reality of life. Only literature makes us truly human.

**Four skills**

Hence, literature can be taught to students through integrated teaching. While reading a short story, facilitators or teachers in the class can kill many birds with one stone. Assign a child to read a paragraph, explain the content in detail, relate the story to everyday situations, highlight the themes, underline a difficult word, quickly look up the dictionary for its meaning and usage, make a sentence using the new word you have learnt, also know its part of speech, and at the end of the reading, write your response to the story in no more than five lines.

There you go; you have read, spoken in class, listened to someone reading it aloud in class and finally, put icing on the cake by practising writing. So in just one class, all four skills have been practised.

Listen, speak, read and write. Language and literature are not about teaching a subject, but practising four essential lifelong skills and they are: listening, speaking, reading and writing. Listen with patience, speak with endurance, read with love, write with passion and one will never go wrong in life.

In summation, I am leaving the readers with a challenge: begin to love language, adore the fact that we live in a country that has diverse ethnicities, giving us an opportunity to learn each other’s language. It is always a gratifying scene to see an iTaukei child speaking fluent Fiji Hindi and vice-versa.

Begin reading, take a first step toward making an effort to read, continue reading, begin writing, continue writing, take pride in the languages you learn and with God’s grace upon you, you all will shine at the end of the year.
2. **LET US TAKE the writer's advice:**

   A. Take a paragraph from the introduction and reread it. Explain its contents to another student, using your own words as much as possible.

   B. Choose another paragraph from the first section. Reread it. Explain what you think the main idea is, to a different student.

   C. Choose a third paragraph from the second section. Relate what you have read; to a personal experience, to another text, to a world experience or to all three.

   D. Choose a fourth paragraph from the third section. Choose a word you would like to explore a bit more. Create a vocabulary strip and teach the word to another 3 students.

   E. From the last section, choose another paragraph and summarise it in one or two sentences.

**Here are some more opinions on language and its effect on people.**

3. Read the article from *The Fiji Times* and choose the best alternative from the answers on the next page to fit each gap.

   Language can be 'lost'

   "FIJI could ___i__ one of its most unique identities — its language in the next 20-40 years."

   ___ii__ are the words of retired teacher and former politician Ratu Semi Seruvakula.

   A champion ___iii__ indigenous rights, customs and traditions Ratu Semi says iTaukei must stand up and fight to protect their identity.

   With already 17 out of about 300 dialects now extinct or probably extinct, Ratu Semi said it was such a shame that ___iv__ iTaukei", are to be blamed for its probable loss.

   "We have seen the weakness in speaking ___v__ iTaukei, yet we are its root cause."

   Ratu Semi ___vi__ we do not do something about it then we face losing it.

   An invitation letter came from the iTaukei Affairs for me to be part of a ___vii__ was surprised to see it ___viii__ written in English, as this is the institution that ___ix__ to safeguard our language. Later on when I submitted my report it was in English, ___x__ I was ashamed that Geraghty (Dr Paul) submitted his in the iTaukei language.)

   However, according to one of the ___xi__ in the Fijian language at the University of the South Pacific, Sekove Degei, while a dialect can be lost, ___xii__ standard Fijian it is impossible.

   "I do not agree ___xiii__ a sizeable population of iTaukei are in the urban areas, the rest are in the villages and it's those in the villages who still speak their language."

   ___xiv__, if a child is grounded in his customs and traditions at home he will never forget them no matter where he ___xv__
If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.
4. Some lines of the following article have one error and some lines have no errors at all. For each number, write the letter “C” if it is correct, OR write the correction if there is an error.

(Adapted from a letter written by Rajnesh Lingam to the Fiji Times, 2015)

1. I must complement The Fiji Times for raising this issue which
2. has now become a matter of concern. Dr Paul Geraghty's report
3. about the facts that 19 out of 300 iTaukei dialects are now extinct or
4. probably extinct is food for thought our elders must take the first step
5. and encouraging the younger generation to speak their own dialect.
6. One must never be ashamed or embarrassed of speaking our mother
7. tongue if we are to preserve it. However, this should in no way affect
8. our ability to master English which has become the medium of
9. communication and language of commerce. Let the learning, writing
10. and speaking of English and our mother tongue go hand - in - hand.
11. I must commend the efforts of Ministry of iTaukei Affairs for taking
12. the step forward to protect the iTaukei, it’s identity and resources.
13. It is important that the identity of every native is preserved.
14. The same goes out for Fijians of Indian descent. We need to encourage
15. the younger generation to learn to speak in Hindi. Hence, more better
16. awareness is needed via The Fiji Times of the need to maintain our

5. COMBINE the sentences given page 144 using relative pronouns like who, whom, which, that, whose

We use who and whom for people, and which for things.
We can use that for people or things.

We use relative pronouns:

• after a noun, to make it clear which person or thing we are talking about:

- the legacy that Caesar left
- the woman who implored her husband to stay at home that day.
• to tell us more about a person or thing:
  My mother, who was born overseas, has always struggled with the dialect.
  Mr Vakaliwaliwa, who is a writer, has just arrived.
  We had rice and dhal, which is my favourite meal.
But we do not use that as a subject in this kind of relative clause.
We use whose as the possessive form of who:
This is Jone, whose brother can speak five languages fluently.

We sometimes use whom as the object of a verb or preposition:
  This is Master Jo whom you met at our school last year.
  This is Tara Mati’s brother, with whom I went to school

When whom or which have a preposition, the preposition can come at
the beginning of the clause:
  I had an uncle in Germany, from whom I learnt a bit of German.
  We bought a Tongan dictionary, with which we found out about the language.
or at the end of the clause:
  I had an uncle in Germany whom I learnt a bit of German from.
  We bought a Tongan dictionary which we found out about the language with.
We can use that at the beginning of the clause:
  I had an uncle in Germany that I learnt a bit of German from.
  We bought a Tongan dictionary that we found out about the language with.

1. The woman approached me. She was an iTaukei.
2. The woman was brought up in Canada where she spoke English. She had lost her mother tongue.
3. The woman and others in Canada want to learn the iTaukei language. Her children want to learn the language as well.
4. It is ironic that here in Fiji, our children opt for English. This is where we should be speaking, reading and writing in our own language.
5. Many Fijians live abroad now. They want to connect through their mother tongue.
6. Some parents do not speak their mother tongue at home. They get their children to do the same.
7. Our mother tongues are part of our identity. We can kiss our mother tongues goodbye in the future if we keep on ignoring them.
8. I should spend all my time learning English. It is the global language of communication.
9. The younger generation may say this. They have not been taught the significance of their indigenous language.
10. Learning begins at home with parents. Parents must be vigilant so that they can teach their children the importance of speaking, reading and writing in their mother tongue.
6. Here is one final opinion on the importance of language in any society.

However, the sentences have somehow separated from each other.

From **LIST B**, (sentence endings), find the correct match for the beginnings in **LIST A**.

---

**In language we unite**

**LIST A**

1. On February 4, 2010, the BBC ran a story about the last speaker of an
2. It quoted a leading linguist, Professor Anvita Abbi who said the death of the
3. She said India had lost
4. Professor Abbi explained that following the death of her parents, Boa
5. She was often very lonely and had to
6. It seems the realities of commerce and other factors have placed pressure
7. It effectively meant that there were
8. The United Nations Environment Program says there are 5000 to 7000
9. Generally there is a fear that culturally
10. This may include knowledge
11. Languages are
12. Indigenous languages are crucial
13. UNESCO estimates that 96 per cent of the world’s languages
14. It would be in our best interest to support efforts that encourage
15. There must be encouragement for speakers of a dominant language
16. Every stakeholder, starting from the

**LIST B**

A. learn an Andamese version of Hindi to communicate with people.
B. family must be involved.
C. spoken languages in the world, with 5000 of these classified as indigenous.
D. key to cultural identity.
E. ancient language in India’s Andaman Islands, who died at the age of 85.
F. specific information may disappear with a language.
G. was the last Bo speaker for 30 to 40 years.
H. communities to use their mother tongue or dialects.
I. problems doing business and less access to information.
J. woman, Boa Senior, was highly significant because one of the world’s oldest languages, Bo, came to an end.
K. on speakers of minority languages to learn majority languages or suffer the consequences.
L. to preserving indigenous knowledge.
M. to learn other languages to promote cultural understanding.
N. are spoken by four percent of the world’s population.
O. an irreplaceable part of its heritage.
P. about unique medicines and treatments.
7. One of the reasons English is not a dead language is the fact that new words keep popping up. Speakers of English today, owe a lot of what they speak, to William Shakespeare.

(Taken from: TryLife)

WORK IN PAIRS

A. Choose 5 sayings from the collection above.
B. Find out what each saying means.
C. Create a conversation on one of the social issues discussed in this unit. Use your own set of sayings as part of your side of the conversation.
D. Hold a class reading theatre, where everyone can enjoy and learn from each other.
E. Which saying was the most popular one? Why?
F. Which saying was never used? Why?
In *Julius Caesar*, there are only two female characters. What does this say about Roman society?

**Calpurnia** is Julius Caesar’s wife. Just before Caesar is assassinated at the Capitol, Calpurnia has an ominous dream that seems to predict Caesar’s violent death. She begs Caesar to stay home, but her husband blows her off:

> Calpurnia here, my wife, stays me at home.  
> She dreamt tonight she saw my statue,  
> Which, like a fountain with an hundred spouts,  
> Did run pure blood: and many lusty Romans  
> Came smiling and did bathe their hands in it.  
> And these does she apply for warnings and portents,  
> And evils imminent, and on her knee  
> Hath begged that I will stay at home today. (2.2.80-87)

Calpurnia’s dream of Caesar’s body spurting blood like a fountain turns out to be pretty prophetic. (Remember, Caesar is stabbed 33 times and the conspirators stand around afterward and wash their hands in his blood.) So why doesn't Caesar pay attention to his wife? At first it seems like Caesar is going to heed his wife’s warning. But Calpurnia's attempts to protect her husband are completely undermined when Decius shows up and says females don't know how to interpret dreams. If this dream had come from someone other than Calpurnia (who is a woman and thus considered less insightful during Caesar's day), would Caesar have listened?

**Portia** is Brutus’s devoted wife. She is an interesting figure, especially when it comes to the play’s concern with gender dynamics.

When Brutus refuses to confide in Portia, she takes issue with his secrecy: as a married couple, she says, they should have no secrets.

> Dear my lord,  
> Make me acquainted with your cause of grief.  
> [...]  
> Within the bond of marriage, tell me, Brutus,  
> Is it excepted I should know no secrets  
> That appertain to you? Am I your self  
> But, as it were, in sort or limitation,  
> To keep with you at meals, comfort your bed,  
> And talk to you sometimes? Dwell I but in the suburbs  
> Of your good pleasure? If it be no more,  
> Portia is Brutus’ harlot, not his wife. (2.1.275-276; 302-310)
In other words, Portia is sick and tired of being excluded from her husband's world just because she's a woman. She also suggests that, when Brutus keeps things from her, he's treating her like a "harlot [prostitute], not his wife."

Portia's desire to be close to her husband seems reasonable enough. But Portia also has the annoying habit of talking about women (including her self) as though they're weaker than men.

_I grant I am a woman; but withal_
A woman well-reputed, Cato's daughter.
Think you I am no stronger than my sex,
Being so fathered and so husbanded?
Tell me your counsels; I will not disclose 'em.
_I have made strong proof of my constancy,_
Giving myself a voluntary wound
_Here, in the thigh. Can I bear that with patience._
And not my husband's secrets? (2.1.317-325)

Here Portia says she knows she's just a woman, but since she's the daughter and wife of two really awesome men, that makes her better than the average woman. To prove her point, she stabs herself in the thigh without flinching and demands that her husband treat her with more respect. Later she kills herself by swallowing "fire," or hot coals (4.3). This is interesting because it's usually men who are prone to violence in the play.

Here we have the vision of two very different women. One who stood up for herself and her rights, and the other who could have, but did not. Where are the Calphurnias and Portias in our societies today?
What about the women in the following story?

Moving Company Helps Women Leave Abusive Homes At No Cost

Like in a fairy tale, these noble Steeds have come to the rescue of women in distress.

Getting out of an abusive relationship isn’t easy—but actually packing up and moving out is even more daunting.

Hundreds of women have Aaron and Evan Steed to thank for coming to the rescue. These owners of a California moving company have volunteered to complete the move for them, free of charge.

When they first started their business, Meathead Movers in 1997, the high school athletes were simply looking for a way to earn some extra cash. Back then, their fee was usually $20 and a pizza.

As their business grew, the Steeds started getting occasional, frantic phone calls from women with little or no money who wanted to quickly move out before their abusers returned home.

The sympathetic movers always declined any compensation and rushed to the address to load their belongings.

One day, in 2000, a situation turned volatile when the abuser came home in the middle of the move. It was then that the company decided it had to ensure that the women and the moving crew were both safe, so they partnered with a local women’s shelter.

“What was good about that is, they could be vetting the requests for help, supporting the women with counselling, and making sure when we went in, the proper restraining orders were in place, or police were on hand if necessary,” Meathead’s CEO Aaron Steed told Good News Network.

Beth Raub, director of the local women’s shelter, said that one of their staff is always on-site the day of the move so they can “call law enforcement if things get dicey.”

Since those days in 2000, the company has expanded into Santa Barabara, Ventura, Orange, Los Angeles, and San Diego counties. Whenever they open a new office, within the first week, they head to a local women’s shelter and knock on their doors.

“It’s the special service we like to offer,” Aaron said on a phone call. “These moves became very personal to us, made all the employees so proud, and became part of our mission statement.” He also said the same services are offered to any victim of domestic violence—male or female.

Recently, the company launched a new campaign that asks other businesses to “get creative” and help victims of domestic violence. Called #MoveToEndDV, the Meathead Movers hope to inspire others to rethink how they can work with shelters, or help women as they try to rebuild their lives and move into their first home or apartment.

“Some of our ideas are for businesses to offer free security systems, a dog kennel service, or for an auto-mechanic to provide oil changes,” Aaron said. “All those little things would help defer costs of starting over.”

Their goal is to spark 100 new stories of businesses offering services, and form a like-minded community. Already they have received pledges from stylists for free haircuts, from a realtor offering rental searches, and a counsellor who has offered to help.

“We’re so excited about it,” said Aaron. “It brings so much more purpose and passion to our lives and if we can be an example for others, that is so much better.”
A. THIS is a newspaper report. Answer the following questions.

1. How does the headline for this newspaper affect readers?

2. Explain the pun in the subheading of the article: these noble Steeds.

3. Quote examples from the article of each of the following, and what their effect is on the report.
   (i) direct quote or direct speech.
   (ii) reported speech.
   (iii) stock phrase

4. Explain the use of the past tense in most parts of the article.

5. Explain the use of the present tense in the last three paragraphs.

6. Identify any other linguistic feature that has not already been mentioned.
   Use a sample from the article to support your answer.

7. Identify two non-linguistic features from the article.

B. VOCABULARY

Research each word and phrase which has been highlighted:

8. What does the word or phrase mean?

9. How is the word pronounced?

10. What part of speech is the word?

11. What are some possible synonyms?

12. What could be some antonyms?

13. Create your own sentence, using each word or phrase correctly.

C. DISCUSSION

14. In groups, discuss how your communities are addressing the issue of domestic violence.
   - what awareness programmes are you aware of, which address this issue?
   - what role does the media play in promoting awareness?
   - what local organisations address this issue effectively?
   - how is gender equality addressed in your community?
There is more than one “if-only” in the drama, Julius Caesar. If only Caesar had listened to both the soothsayer and his wife. If only Cassius were not so opposed to Caesar. If only Caesar had not become so arrogant. If only Brutus had been able to see through Cassius.

Many wish that things could be different. Is there a recipe for a good life, a happy family, a peaceful society? Many have shared their philosophies with the rest of us. Here are a few:

1.

Denzel Washington gave a commencement address at Dillard University. He broke the speech into four parts. He first spoke about how important God is to him:

“Put God first in everything you do. Everything you think you see in me, everything I’ve accomplished, everything you think I have – and I have a few things, everything I have is by the grace of God, understand that. I’ve kept God in my life and he’s always kept me humble. I didn’t always stick with him, but he stuck with me.”

Next Washington spoke about failing big:

“You only live once so do what you feel passionate about. Take chances. Don’t be afraid to go outside the box. Don’t be afraid to fail big, to dream big, but remember, dreams without goals, are just dreams and they ultimately fuel disappointment.

His third point was about mortality:

“You will never see a U-Haul behind a hearse. I don’t care how much money you make; you can’t take it with you. It’s not how much you have, it’s what you do with it.”

Finally, his fourth point was to remember to say “thank you.”

“I pray that you put your slippers way under your bed tonight, so that when you wake up in the morning you have to get on your knees to reach them. While you’re down there, say, ‘thank you.’ Thank you for understanding, thank you for wisdom, thank you for parents, thank you for love, thank you for kindness, thank you for humility, thank you for peace, thank you for prosperity.”

He also told a funny story about a conversation he once had with his mom.

“When I was young and started really making it as an actor, I came and talked to my mother and said, ‘Mom, did you think this was going to happen? I’d be so big and I’ll be able to take care of everybody and I can do this and I can do that.’

“She said, ‘Boy, stop it right there! If you only knew how many people been praying for you. Oh, you did it all by yourself. I’ll tell you what you can do by yourself: Go outside and get a mop and bucket and clean these windows – you can do that by yourself, Superstar.’”

Denzel Washington’s speech was about 12 minutes long. Here’s a link if you’d like to watch it:

https://www.youtube.com/watch?v=xZ6cSrW0hd8
2. Some believe it is only great power that can hold evil in check, but that is not what I have found. I found it is the small everyday deeds of ordinary folk that keep the darkness at bay... small acts of kindness and love.

- Gandalf

3. “At the end of our lives, we will not be judged by how many diplomas we have received, how much money we have made or how many great things we have done. We will be judged by ‘I was hungry and you gave me to eat. I was naked and you clothed me. I was homeless and you took me in.’”

Mother Theresa
Today was the absolute worst day ever
And don’t try to convince me that
There’s something good in everyday
Because, when you take a closer look,
This world is a pretty evil place.
Even if
Some goodness does shine through once in a while
Satisfaction and happiness don’t last.
And it’s not true that It’s all in the mind and heart
Because
True happiness can be obtained
Only if one’s surroundings are good.
It’s not true that good exists
I’m sure you can agree that
The reality
Creates
My attitude
It’s all beyond my control
And you’ll never in a million years hear me say that
Today was a good day.

Now read from the bottom to the top.

5.

MEMORIES OF ALCOHOL

"I drank for happiness and became unhappy. I drank for joy and became miserable. I drank for sociability and became argumentative. I drank for sophistication and became obnoxious. I drank for friendship and made enemies. I drank for sleep and woke up tired. I drank for strength and felt weak. I drank for relaxation and got the shakes. I drank for courage and became afraid. I drank for confidence and became doubtful. I drank to make conversation easier and slurred my speech. I drank to feel heavenly and ended up feeling like hell." - Author Unknown
ACTIVITY

Look at the instructions below:

**Instructions on How to Overcome Peer Pressure**

1. **Build self-esteem.** Confidence in one's own abilities and actions can naturally deter peer pressure, since fear of shame or embarrassment is a leading reason why individuals give in to it.

2. **Know and respect your personal limits.** Having a strong idea of what your goals and abilities are can help you refuse undesirable propositions.

3. **Surround yourself with people with whom you share similar values.** Finding friends with the same values as you can help reduce the amount of peer pressure you may experience. At the same time, avoid people and situations that can tempt you to do things you normally wouldn't want to do.

4. **Remind yourself about the possible negative consequences that can come from giving into peer pressure.** Many consequences are scenario-specific, but giving into peer pressure can also result in a loss of self-respect, strained relationships and trouble with authority figures.

5. **Practice standing your ground.** Imagine scenarios in which peer pressure could become an issue. Formulate predetermined responses. Find a trusted friend with whom to role play. Use confidence, humor, flattery, challenges and topic changes to find ways out of the undesirable situations.

6. **Find a confidante.** Talking about temptations with someone whom you can trust can help you cope with them.

7. **Base your decision-making on your own individual personality.** Acknowledging your values, belief systems, thoughts, feelings and preferences can help you avoid bowing to peer pressure.

Read more: [How to Avoid Peer Pressure | eHow.com](http://www.ehow.com/how_2119901_avoid-peer-pressure.html#ixzz0xh6FibzT)
1. REREAD the five recommendations given to help one be a better citizen or member of a society.

* Create a set of instructions using the information given by one or all of the readings.

* Create a set of questions for another student to answer, using your instructions. You may use questions similar to the ones given below.

---

**QUESTIONS**

1. Identify and quote two examples of concrete nouns.
2. Identify an imperative verb. What effect does it have on the tone of the instructions?
3. What is the purpose of the sample?
4. How do the lists assist in the effectiveness of the instructions?
5. Where would you find such a set of instructions?
6. Who would be likely to want to use this set of instructions?
7. Identify an example of enumeration and explain why it is important in this set of instructions.

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**Anti-oxidant Tea**

**Ingredients:**

- half a tablespoon of powdered ginger
- half a tablespoon of powdered cinnamon
- 1/6 tsp powdered turmeric
- a pinch of cardamom
- 500 ml water
- half a cup of milk
- A little honey, if desired

**Preparation:**

1. Mix all the spices in a cup and pour the 500 ml of boiling water over them.
2. Mix well and optionally add hot milk.
3. Drink the unstrained tea throughout the day, in unlimited quantities.

---

**SPECIAL NOTE**

The authors of this recipe claim that this tea kills parasites and removes toxins from the body.

They also claim that it may be used to help in the treatment of over 50 diseases.

These ingredients are even scientifically proven to help in the prevention and treatment of cancer and dementia.

Article and Image Source: [www.healthylifetricks.com](http://www.healthylifetricks.com)
THE ENVIRONMENT

Unit Four
A. Use oral language accurately and logically to communicate ideas and experiences effectively.

B. Read and view a variety of texts with understanding to demonstrate accuracy, appropriate rate and expression.

C. Write and present for a wide range of purposes and audiences with understanding a variety of texts and visuals to identify and interpret useful information available.

1. Discussions on Environmental issues.
   a. Quiz on terms
   b. Questionnaire on issues
   c. Competition on recycling
   d. Discussion on reading excerpts

2. Reading comprehension skills

3. 6 Hat Discussions and presentations

4. Reading poetry

5. Understanding fables

6. Vocabulary acquisition

7. Formal Report writing
   a. Identify features
   b. Plan and write a report based on graphs.

8. Personal Writing Review
   a. Letter to the Editor
   b. Imaginative essay
   c. Diary entry
GROUP WORK.

A. 1. In your groups, make a list of what you think are the biggest natural threats to the world, at the moment.

2. Choose one threat and discuss any recent examples of this threat which you may have heard or actually experienced.

3. Discuss the effects of this natural threat and how the effects may be minimised in any way.

4. Below is a set of questions along with a corresponding set of answers. Match the questions to the answers.

QUESTIONS

1. What is climate change?
2. What is the ‘greenhouse’ effect?
3. What is the evidence of global warming?
4. How will the weather change?
5. What is the international community doing?

ANSWERS

A. Sea levels have risen by 10–20 centimetres. This is due to the expansion of warming oceans. Temperature records show that the average temperature has increased by about 0.6 degrees centigrade in the 20th century.

B. The Kyoto Protocol (1997) commits industrialised nations to reduce their greenhouse gas emissions. It suffered a huge setback in 2001 when the USA, responsible for a quarter of global emissions, pulled out.

C. The planet’s climate is constantly changing but now scientists believe that the extreme changes taking place today are a result of human activity. The changes we see today may affect the stability of the climate on which much life on the planet depends.

D. The term refers to the role played by the layer of gases, including carbon dioxide, methane and nitrous oxide, which trap the heat from the sun in the earth’s atmosphere. We need the layer to keep in some of the heat but now the concentration of gases, especially carbon dioxide, is increasing and retaining more heat.

E. It is difficult to predict, but we can expect more extreme weather conditions like floods, storms and heat waves. Scientists believe that there will be more rain but also a higher risk of drought in inland areas.
DISCUSS WHAT you understand by the term “green” in its environmentally friendly sense.

THEN DO THE FOLLOWING quiz to see how ‘green’ you are:

1. You are busy in your house, tidying up, going from room to room, spending 5 to 10 minutes in each room. Which is the best way to save energy?
   a) Switch the lights on and off every time you move from room to room.
   b) Keep the lights on as you move around the house.

2. You want to heat up some food. Which method is ‘greener’?
   a) Heat it in an electric oven for 15 minutes.
   b) Quickly zap it in the microwave.

3. You are given an option at a social. Which would you choose?
   a) A bottle of mineral water.
   b) A hot beverage in a polystyrene cup.

4. You see two equally attractive shirts in a store. One label says 100% pure natural cotton and the other says 50% polyester. Which one do you choose?
   a) The 100% cotton shirt.
   b) The 50% polyester shirt.

5. Do you leave the tap on when you brush your teeth?
   a) Yes.
   b) No.

6. As well as putting their health and the health of those around them at risk, smokers also put the environment in danger.
   a) True
   b) False.

7. Which is the ‘greener’ way to wash your clothes?
   a) Machine wash in cold water.
   b) Hand wash in hot water.

8. Which form of transport is better for the environment?
   a) Driving in a car.
   b) Flying in a plane.

9. When you go to the supermarket, how do you take your shopping home?
   a) In plastic bags from the supermarket.
   b) In your own bag or basket.

10. If you have the choice, how do you prefer to buy a cold drink?
     a) In an aluminium can.
     b) In a glass bottle.

HOW GREEN DO YOU THINK YOU REALLY ARE?

Check on the next page.
Answers and details (Give yourself 1 point for each one you get correct).

1. a) Is the greener option. Just having the lights off for 3 seconds saves the energy it takes to switch them on again.

2. b) A microwave consumes a third of the energy of an electric oven.

3. b) Bottled mineral water has to be transported from the plant to reach consumers. All transportation emit CO2. Polystyrene no longer contains CFCs that damage the ozone layer.

4. b) Intensively grown cotton is one of the world’s most polluting crops. It needs not only lots of chemicals, but also about 10 pesticide treatments per year, along with enormous amounts of water.

5. b) If you leave the tap on when you brush your teeth, you waste between 25 and 45 litres of water every time, enough for a 100 litre bath every other day.

6. a) Tobacco needs really fertile soil for it to grow and developing countries often opt to grow tobacco instead of food crops, as it is more profitable. Also, most tobacco is cured by burning wood. Every 300 cigarettes use the equivalent of 1 tree to cure them.

7 a) When washing clothes, it’s the heating of the water that uses up most of the energy. It is best to wash in cool or cold water and always fill up the machine.

8. a) Although cars are massive polluters, planes are even more massive. They give out 0.5 kilograms of CO2 for very 1.6 kilometres they travel. To give an idea, the CO2 emitted in one trip from Nadi to Narita, Japan would take 2 trees 99 years to absorb! Or one person travelling in an airplane is responsible for the same greenhouse gas emissions as a typical Fijian villager in a whole year. (adapted from Beatrice Schell)

9. b) It is much better not to take plastic bags. If you do, try to reuse them.

10. b) Glass bottles are more likely to have been recycled and reused by the manufacturers. Glass uses less energy to recycle than metal.

<table>
<thead>
<tr>
<th>1 - 3</th>
<th>4 - 6</th>
<th>7 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have a lot of changes to make if you want to be greener.</td>
<td>Not bad! You know about how you can help the planet. You are quite green.</td>
<td>Well done! You have a very green head up on your shoulders!</td>
</tr>
</tbody>
</table>

So how did you do?
IN GROUPS play the RECYCLE RACE:

1. Copy the table below, one for each group.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>PAPER/WOOD</th>
<th>PLASTIC</th>
<th>METAL</th>
<th>GLASS</th>
<th>ORGANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Bench</td>
<td>Bag</td>
<td>Bar</td>
<td>Bottle</td>
<td>Biscuits</td>
</tr>
</tbody>
</table>

2. When your teacher gives you a letter of the alphabet, fill in each column with the names of items which may be recycled. Each name must begin with the letter the teacher gives you. You must use a noun but an adjective that describes the noun is permissible. The maximum is TWO WORDS.

3. When you have filled in every column, call out STOP!

4. Everyone has to stop writing.

5. The first group to call out STOP will read out their answers for that letter.

6. Other groups will listen, and if they have the same answer in the same column, no one gets a point.

7. However, if the other groups have different answers, each group will get a point for that column.

8. After three or four rounds, stop the race and tally up the scores.

9. The group with the most points is the obvious winner.

BUT THAT’S NOT the end of the activity.

10. Groups exchange tables.

11. For each item that was awarded a point, name something that item can be recycled into. Be original, creative and practical!

12. Share your most creative recycled creations with the class.

13. Have the class vote on the most creative, the most practical, the most ingenious, the easiest, the most popular. Etc.

The only thing you can’t recycle is wasted time.
CLIMATE CHANGE—WHAT DO YOU SAY?

PAIR WORK.

- Below is a set of statements on climate change.
- Your teacher will give you about 2 minutes to talk about each topic.
- You may go in any order, or according to your teacher’s instructions.

Climate change is the most serious threat to our planet at the moment.

All countries should be forced to apply serious regulations to reduce carbon emissions.

Normal people can’t do much to stop global warming.

Everybody should do whatever they can to save energy.

I am worried about climate change.

There’s just too much hype about climate change. People should just relax!

Planet Earth has become just too populous!
In 1962, Rachel Carson, naturalist, author and environmental advocate sounded a clarion call. She had taken four years to research and write a book which was the first to sound the alarm about the damaging effects of chemical fertilizers and pesticides on the environment. She begins her book with a fable:

Chapter 1. A Fable for Tomorrow

THERE WAS ONCE a town in the heart of America where all life seemed to live in harmony with its surroundings. The town lay in the midst of a checkerboard of prosperous farms, with fields of grain and hillsides of orchards where, in spring, white clouds of bloom drifted above the green fields. In autumn, oak and maple and birch set up a blaze of colour that flamed and flickered across a backdrop of pines. Then foxes barked in the hills and deer silently crossed the fields, half hidden in the mists of the fall mornings.

Along the roads, laurel, viburnum and alder, great ferns and wildflowers delighted the traveller's eye through much of the year. Even in winter the roadsides were places of beauty, where countless birds came to feed on the berries and on the seed heads of the dried weeds rising above the snow. The countryside was, in fact, famous for the abundance and variety of its bird life, and when the flood of migrants was pouring through in spring and fall people travelled from great distances to observe them. Others came to fish the streams, which flowed clear and cold out of the hills and contained shady pools where trout lay. So it had been from the days many years ago when the first settlers raised their houses, sank their wells, and built their barns.

Then a strange blight crept over the area and everything began to change. Some evil spell had settled on the community: mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and died. Everywhere was a shadow of death. The farmers spoke of much illness among their families. In the town the doctors had become more and more puzzled by new kinds of sickness appearing among their patients. There had been several sudden and unexplained deaths, not only among adults but even among children, who would be stricken suddenly while at play and die within a few hours.

There was a strange stillness. The birds, for example—where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund; they trembled violently and could not fly. It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh.

On the farms the hens brooded, but no chicks hatched. The farmers complained that they were unable to raise any pigs—the litters were small and the young survived only a few days. The apple trees were coming into bloom but no bees droned among the blossoms, so there was no pollination and there would be no fruit. The roadides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. Anglers no longer visited them, for all the fish had died.
In the gutters under the eaves and between the shingles of the roofs, a white granular powder still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns, the fields and streams. No witchcraft, no enemy action had silenced the rebirth of new life in this stricken world. The people had done it themselves.

This town does not actually exist, but it might easily have a thousand counterparts in America or elsewhere in the world. I know of no community that has experienced all the misfortunes I describe. Yet everyone of these disasters has actually happened somewhere, and many real communities have already suffered a substantial number of them. A grim spectre has crept upon us almost unnoticed, and this imagined tragedy may easily become a stark reality we all shall know.

(Adapted from *Silent Spring* by Rachel Carson)

**WHAT IS A FABLE?**

It is fictitious narrative intended to enforce some truth or precept, usually with animals, birds etc as characters.

Any story told to excite wonder; common talk; the theme of talk.

Fiction; untruth; falsehood.


**QUESTIONS**

1. What are some of the gifts of nature to the town?
2. Which gifts of nature are the most important among these? Why?
3. What other scenes of lifelessness and desolation does this fable remind you of?
4. Why is this essay called a fable?
5. How is it like other fables?
6. How is it unlike other fables?
7. When Carson speaks about “evil spells” and “strange blights” she is not using the language of science. What language is she using? Why?
8. Illustrate or find two pictures that in your mind, capture the “before” and “after” of this fable.
9. Suggest a reason for the title of the fable.
10. What is the truth, precept or moral of this fable?
11. This fable was written in 1962. How applicable is its message today, for you and your society?
12. **CREATE** your own fable, this time, using a different environmental issue as the focus. Before you write, review the article on fables on the next page.
A fable is a one-idea story. At the end it gives a single clear moral, or lesson. About what to do—or not to do—to succeed in life.

The word fable is derived from the Latin word, “fabula”, which means “a telling”.

At least 2,500 years ago, political leaders of ancient Greece used fables to support their political ideas in speeches and debates. These leaders hoped that their audiences would relate the fables to current political situations.

The great teller of fables was Aesop, who is thought to have been an African brought to Greece as a slave. He created tales, usually for political purposes, in which animals behaved like human beings. In Aesop’s fables, animals are heroic, villainous or stupid. Although Aesop is the most famous fabulist in the West, fables were being told in India and China many years before Aesop’s time. Telling teaching stories seems to be part of human nature.

Some of Aesop’s fables which you may have read:

- The Frogs Who Wished for a King
- The Fox and the Grapes
- The Town Mouse and the Country Mouse
- The Tortoise and the Hare
- The Lion and the Mouse
- The Ass and the Load of Salt

Here is one of Aesop’s fables which may be relevant to the issues on the environment:

**Belling the Cat by Aesop**

The Mice once called a meeting to decide on a plan to free themselves of their enemy, the Cat. At least they wished to find a way of knowing when she was coming so they might have time to run away. Indeed, something had to be done, for they lived in such constant fear of her claws that they hardly dared stir out from their dens by night or by day.

Many plans were discussed, but none of them were thought good enough. At last a very young mouse got up and said:

“I have a plan that seems very simple, but I know that it will be successful. All we have to do is hang a bell around the Cat’s neck. When we hear the bell ringing, we will know immediately that our enemy is coming.

All the Mice were very much surprised that they had no thought of such a plan before. But in the midst of their rejoicing over their good fortune, an old Mouse arose and said:

“I will say that the plan of the young Mouse is very good. But let me ask one question:

“Who will bell the Cat?”

_It is one thing to say that something should be done, but quite a different matter to do it_.

**Practical Solutions:**

The Mice learned that an idea that sounds good can turn out to be impractical. Notice too, that it was a young Mouse who suggested to bell the cat, while a much older Mouse posed the question. **What do you think Aesop was suggesting?**
In the beginning was the earth,
And it was beautiful.
And people lived upon the earth.
And they said, “Let us build skyscrapers and expressways.” And people said, “It is good.”

On the second day,
People looked upon the clear blue waters of the Earth.
And they said, “Let us dump sewage and waste into the water.” And they did. The waters became dark and murky.
And people said, “It is good.”

On the third day, people gazed at the forest on the earth.
They were tall and green.
And people said, “Let us cut the trees and build things for ourselves.” And they did. And the forest grew thin.
And people said, “It is good.”

On the fourth day,
People saw animals leaping in the fields and playing in the sun.
And they said, “Let us trap the animals for money and shoot them for sport.” And they did. And the animals became scarce.
And people said, “It is good.”

On the fifth day,
People felt the cool breeze in their nostrils.
And they said, “Let us burn our trash and let the wind blow away the smoke and the debris.” And they did.
And the air became dense with smoke and carbon.
And people said, “It is good.”

On the sixth day,
People saw the many kinds of human beings on the Earth,
Different in race, colour and creed.
And they feared and they said, “Let us make bombs and missiles in case misunderstandings arise.” And they did.
And missile sites and bomb dumps choked the landscape.
And people said, “It is good.”

On the seventh day,
People rested.
And the Earth was quiet and deathly still.
For people were no more.
And it was good.

Anonymous
READ the following extract. It was written by Al Gore who was once a Vice President of the United States. He is a staunch advocate of the environment.

Ecology: The New Sacred Agenda

Al Gore - Vice President of the United States

I fear we are on a downslope toward a future catastrophic event that will dim history. At a gut level, people throughout the world realize that the environment is the issue of our time. In the not too distant future, there will be a new "sacred agenda" in international affairs: policies that enable the rescue of the global environment. I agree with the Spring 1989 issue of NPQ that this task will one day join, and then perhaps supplant, efforts to prevent the world's incineration through nuclear war as the principle test of statecraft.

When we consider the relationship of the human species to the planet Earth, not much change is visible in a single year, in a single nation. Yet, if we look at the entire pattern of that relationship from the emergence of the species until today, a distinctive contrast in very recent times clearly conveys the danger to which we must respond. It took ten thousand human lifetimes for the population to reach two billion. Now, in the course of a single human lifetime the world population is rocketing from two billion toward ten billion, and is already halfway there.

Startling graphs showing the loss of forest land, topsoil, stratospheric ozone, and species all follow the same pattern of sudden, unprecedented acceleration in the latter half of the 20th century. And yet, so far, the pattern of our politics remains remarkably unchanged. To date, we have tolerated self-destructive behaviour and environmental vandalism on a global scale.

Even with top-level political focus, the pervasive nature of all the activities that cumulatively create the greenhouse effect make the global solutions almost unimaginably difficult. Therefore, our first task is to expand the circumference of what is imaginable. It is not now imaginable, for example, to radically reduce CO2 emissions. Even if all other elements of the problem are solved, a major threat is still posed by emissions of carbon dioxide, the exhaling breath of the industrial culture upon which our civilization rests. Yet, emissions must be curbed. We can make that task imaginable by building our confidence with successful assaults on more easily achievable targets, like elimination of CFCs and reversing the practice of deforesting the earth.

The effort to solve the global environmental problem will be complicated not only by blind assertions that more and more environmental manipulation and more and more resource extraction are essential for economic growth. It will also be complicated by the emergence of simplistic demands that development, or technology itself, must be stopped. This is a crisis of confidence that must be addressed.

My own religious faith teaches me that we are given dominion over the earth, but that we are also required to be good stewards. If, during our lifetimes, we witness the destruction of half the living species God put on this earth, we will have failed in our responsibility as stewards. Are those actions, because of their result, "evil"? The answer depends upon our knowledge of their consequences. The individual actions that collectively produce the world's environmental crisis are indeed banal when they are looked at one by one-the cutting of a tree, the air conditioning of a car. The willingness to trace the line of responsibility from individual action to collective effect is a challenge that we as a civilization have not yet learned to master.

"Evil" and "good" are terms not frequently used by politicians. And, yes, we know from historical experience the dangers of mixing public policy and religion. But, in my own view, while we must avoid zealotry, this ecological crisis cannot be met without reference to spiritual values.

In truth, as a civilization we don't have much faith left. The idea that we can totally abandon any but the secular values comes perilously close to saying that nothing has worth unless it can be consumed in our lifetimes.

The word "faith" need not be defined in conventional religious terms. Whether or not an individual has faith in life after death, they must have faith that life on earth continues after our death. If we are so far gone as a civilization that such a belief system cannot be put together, then nothing can save this species.

Ultimately, I believe that the ecological solution will be found in a new faith in the future of life on earth after our own, a faith in the future that justifies sacrifices in the present, a new moral courage to choose higher values in the conduct of human affairs, and a new reverence for absolute principles that can serve as guiding stars by which to map the future course of our species.

(New Perspectives Quarterly, Summer 1989)
QUESTIONS.

A. Multiple Choice:
Choose the best answer.

1. What is the new “sacred agenda” that the writer is referring to?
   A. The future problems of the planet’s population.
   B. The policies that will try to save the environment.
   C. The acceptance of human self-destructive behaviour.
   D. The prevention of international nuclear warfare.

2. What event does Gore cite in paragraph 2, will affect the ecology of the planet?
   A. The slow growth of the human race in the previous generations.
   B. The rapid growth of the human race in just one generation.
   C. The relationship of the human species to the planet Earth.
   D. The dangerous contrast of the past and present times on Earth.

3. According to Gore, how have world leaders reacted to statistics on damages done to the environment?
   A. They have been shocked.
   B. They have done nothing.
   C. They have sped up their efforts.
   D. They have encouraged vandalism.

Sentence completion:
Complete the following sentences according to the passage.

4. Gore says that it will be very difficult now to reduce…………………………………

5. The writer wonders how ………………………………………………………………………..

6. Efforts to solve environmental issues may be affected by…………………………

7. Gore believes that along with humans’ dominion over the earth,………………
Open ended questions:

Answer in complete sentences, using your own words as much as possible.

8. List two common actions which Gore cites as contributing to the environmental crisis.

9. What, according to Gore, are our best reasons for preserving the environment?

10. At the end of his essay, Gore calls for a “new reverence for absolute principles that can serve as guiding stars.....” What might some of those principles be?

VOCABULARY

Find the word in each paragraph which has been defined below. The number of the paragraph is in brackets after each definition.

1. take the place of, at times by force or trickery (1)
2. moving off at high speed. (2)
3. having no previous example or instance (3)
4. subtle and gradual in spreading throughout (4)
5. positive statements, usually made without evidence (5)
6. commonplace, lacking force or originality (6)
7. an immoderate, fanatical adherence to a cause, especially a religious one. (7)
8. not concerned with, or related to religion (8)
9. following the accepted practices (9)
10. perfect, pure, unmixed, unlimited and unrestricted (10)

LANGUAGE

1. Use the following sentence structure, based on your understanding of Al Gore’s opinions in this extract:

I agree with ___________________________ that __________.

Write THREE of your own sentences.
FROM those early days to today, what has been done about the issues of the environment?

A. The KYOTO PROTOCOL

What is the Kyoto Protocol?

The Kyoto Protocol was an agreement negotiated by many countries in December 1997, in Kyoto, Japan and came into force with Russia's ratification on February 16, 2005. The reason for the lengthy timespan between the terms of agreement being settled upon and the protocol being engaged was due to terms of Kyoto requiring at least 55 parties to ratify the agreement and for the total of those parties’ emissions to be at least 55% of global production of greenhouse gases.

The protocol was developed under the UNFCCC - the United Nations Framework Convention on Climate Change.

Participating countries that have ratified the Kyoto Protocol have committed to cut emissions of not only carbon dioxide, but of also other greenhouse gases, being:

- Methane (CH₄)
- Nitrous oxide (N₂O)
- Hydrofluorocarbons (HFCs)
- Perfluorocarbons (PFCs)
- Sulphur hexafluoride (SF₆)

If participant countries continue with emissions above the targets, then they are required to engage in emissions trading; i.e. buying "credits" from other participant countries who are able to exceed their reduction targets in order to offset.

The goals of Kyoto were to see participants collectively reducing emissions of greenhouse gases by 5.2% below the emission levels of 1990 by 2012.

QUESTIONS.

1. When was the agreement negotiated?
2. How did the agreement get its name?
3. When did the agreement finally come into force?
4. Why did it take so long to reach that status?
5. Which country was the 55th signatory?
6. Which NGO supervises the Protocol's progress?
7. What is one commitment made by those who have ratified the Protocol?
8. What is a goal of the Kyoto Protocol?
9. What does ‘protocol’ mean?
10. What does ‘ratify’ mean?
While the 5.2% figure is a collective one, individual countries were assigned higher or lower targets and some countries were permitted increases. For example, the USA was expected to reduce emissions by 7%. This chart gives you an idea why different countries were apportioned different targets:

( Graph by Robert A. Rohde )

India and China, which have ratified the Kyoto protocol, are not obligated to reduce greenhouse gas production at the moment as they are developing countries; i.e. they weren’t seen as the main culprits for emissions during the period of industrialization thought to be the cause for the global warming of today.

This is a little odd given that China is about to overtake the USA in emissions, but take into account the major differences in population and that much of the production in these countries is fuelled by demand from the West and influence from the West on their own culture. As a result of this loophole, the West has effectively outsourced much of its carbon emissions to China and India.

This phenomenon, whether intended or coincidental is a major hole in the Kyoto Protocol.
Signing vs. Ratification

While almost every country in the world has signed the Kyoto Protocol, the signature alone is symbolic; a token gesture of support. Ratification carries legal obligations and effectively becomes a contractual arrangement.

169 countries have ratified the agreement. Of the signatories, only 2 refused to ratify Kyoto up until December of 2007 - Australia and the USA.

Australia negotiated hard when the Kyoto Protocol was being developed; in fact it was to be allowed an 8% increase in emissions. Australia refused to ratify the agreement until a change in government in late 2007. The excuse - it will be bad for Australia's economy, the same reasoning the USA uses.

What makes the USA and Australia's (previous) position even more untenable is that the USA, as seen above, is currently the largest emitter of carbon dioxide in total of any country. Australia holds the shameful record for the highest amount of carbon dioxide emissions per person.

Kyoto - success or failure?

The Kyoto Protocol, while well intentioned, would appear to be doomed to failing its objectives even before the 2008-2012 averaging period commences. Carbon dioxide levels in the atmosphere are rising at a frightening rate with no sign of slowing. Global temperatures are continuing to rise.

Without the USA ratifying the protocol or recently emerging economic powerhouses such as China reducing emissions drastically; the targets will likely not be met.

Even the "permissible" degree of global warming generated by target levels (if reached) will have far greater environmental impact than was originally envisioned.

Kyoto should be viewed as a stepping stone to more drastic action. And that action is required now.

Adapted from carbonify.com (2005)
Then, for the Pacific Islanders, in September of 2015, an agreement was signed in Suva, titled the **Suva Declaration on Climate Change**

This report appeared in the Fiji Sun.

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**NY Meeting Promotes Suva Declaration On Climate Change**

*Kiribati, Fiji, Tuvalu reaffirm solidarity for Pacific blueprint*

SUVA, Fiji (Fiji Sun, Sept. 29, 2015)

Prime Minister Voreqe Bainimarama met with the President of Kiribati, Anote Tong and Tuvalu’s Foreign Minister, Taukelina Finikaso, to reaffirm commitment and solidarity on the **Suva Declaration** as the Pacific’s blueprint for the 2015 Climate Change Agreement to be adopted in Paris later this year.

The Leaders agreed that the reality of climate change for the Pacific Islands posed irreversible loss and damage to our people, societies, livelihoods, natural environments and human rights. They noted it was well known that in many cases, the effects of Climate Change were going to create existential threats to the very survival of island communities.

Prime Minister Bainimarama reiterated that the Suva Declaration on Climate Change was a product of an extensive, transparent and inclusive process with all stakeholders prior to and during this month’s Pacific Islands Development Forum Summit. He said this process had included the PSIDS Group in New York, technical agencies active in the Pacific (including SPC, SPREP, USP, IUCN, WWF, ADB, FNU, UN agencies), and PSIDS member states.

The Leaders emphasised that key objectives in the Declaration included a legally binding agreement committing all parties, with a review of mitigation efforts every 5 years, as well as loss and damage to be anchored as a stand alone element that is separate and distinct from adaptation. The Declaration calls for an agreement at the Paris COP that binds the world to a stabilization of global average temperature increase to well below 1.5 centigrade above pre-industrial levels.

The Leaders agreed to an advocacy plan and strategy that will fortify solidarity on the Suva Declaration on the road to Paris. The strategy includes a proposed PSIDS coordination meeting in the margins of the CHOGM conference in Malta this November. They stressed the importance of AOSIS, the Group of 77, and Development Partners being advised of, and lobbied to support, the principles and key messages of the Suva Declaration.

The Secretariat of the Pacific Islands Development Forum (PIDF) in Suva, in collaboration with PSIDS Ambassadors in New York, have been tasked to coordinate these efforts.

*FijiSUN*
Leaders sign Suva Declaration on Climate Change

By: Dreu Vukailagi

Pacific Island leaders at the signing.

Today was the final day of the 3rd Pacific Island Development Forum. Leaders from the regional countries came together as one to sign the Suva Declaration on Climate Change.

While some leaders left this morning, those who were present used the occasion to re-affirm to an agreement on what steps are to be taken.

"The world must not destroy us, the world must not betray us, what we are taking to Paris shows our commitment but the Suva Declaration that is signed today show your support in addressing climate change especially with the meeting this week," said PM Voreqe Bainimarama.

PIDF members have been reminded what they are taking back home from here.

"In this regard we have adopted a new approach that we will look at at home on how we can put a plan together in our next step on climate change where some countries are expected to participate," said Anote Tong (Kiribati President).

See more at: http://fijione.tv/leaders-sign-suva-declaration-on-climate-change/#sthash.OuSakUyp.dpuf

Suva near the southern end of the Suva Peninsular.
On the first of October, 2015, the Honourable Prime Minister J.V. Bainimarama, of Fiji, addressed the 70th session of the United Nations General Assembly. This is what he had to say about Fiji’s stance on climate change and the environment:

Mr President, like our neighbours in the South Pacific and other Small Island Developing States, we see the bright future we have charted for ourselves dimmed by the prospect of climate change and sea-level rise. Fiji has been outspoken in insisting that all nations do their duty to reduce carbon emissions and control the production of greenhouse gases. Fiji is making strenuous efforts to do its part, but our part in creating this crisis is very small, practically negligible. The major developed nations and – I must say it – the major developing nations as well – must do more.

It is simply not acceptable for advanced economies to build a high standard of living on the degradation of the earth and the seas. And it is also not acceptable for major nations that are industrialising to assert that they need to degrade the earth, the air and the seas in order to build their economies, just as the advanced countries did years ago. The emergency is now. The solution must be now. The time for excuses is over.

Earlier this month, the Pacific Leaders at the Third Summit of the Pacific Island Development Forum adopted the Suva Declaration on Climate Change. This landmark declaration clearly sets out the agreed demands of the Pacific Island Developing States for an acceptable outcome at the UN Climate Conference in Paris later this year.

The Suva Declaration calls for the 2015 Climate Change Agreement to limit global average temperature increase to less than 1.5 degrees centigrade above pre-industrial levels. It calls for the Paris Agreement to be legally binding on all parties, and for it to recognise loss and damage as a stand-alone element. We also call for Climate Change adaptation measures to be 100% grant financed.

The choices we face may be politically difficult in the short run, but the consequences we are already seeing – environmental degradation, unbearable heat, drought, powerful tropical storms and unpredictable weather patterns – are simply unacceptable. We are elected as leaders, and leaders must be able to explain these consequences to their people and convince them to make the necessary short-term sacrifices for everyone’s benefit.

These consequences are real for Fiji and its neighbours. We have plans to move some 45 villages to higher ground, and we have already started. And we have committed to resettle people from other low-lying South Pacific Island States that face the prospect of being swallowed up by the rising ocean and falling inexorably into oblivion. Should that happen, the people of those Island States would be refugees as desperate and lost as the hundreds of thousands fleeing conflict in Syria and Iraq.
It is very real. It is happening now and it is time to shed our indifference.

Mr President, Fiji particularly welcomes the establishment of Sustainable Development Goal 14 on the conservation and sustainable management of oceans and seas. Our destiny is shaped by the ocean in which we are set. But we also welcome it as citizens of this earth, because the health of the oceans and seas is vital for everyone.

In the Pacific Ocean, for too long now we have observed the decline in our ocean's health, as evidenced by dying coral, marine pollution, damaged coastal ecosystems, declining fish-stocks and ocean acidification. Those of us who are old enough to remember our ocean in much healthier times must do more than lament that our grandchildren may never see the ocean as it was created. We must do all we can to make sure that they know the ocean as it was when our forebears bequeathed it to us.

As a founding member of the UN's Group of Friends of Oceans & Seas, Fiji has been working to establish a high-level global platform to ensure that we meet SDG14. I am proud to say that we have found a strong ally in the Government of Sweden to establish the Triennial UN Conferences on Oceans & Seas, with five international conferences spanning the fifteen years of the 2030 Sustainable Development Agenda.

These will be conferences for action, not talk. Governments, international organisations, scientists, business leaders and others will gather at the five conferences to assess progress and hold all participants accountable for meeting targets. We will host the Triennial Conference in Fiji in June 2017, and all those dedicated to the integrity of implementation of the Oceans Goal will be welcome.

Mr President, we Fijians do not ask others to do what we are unwilling to do. We are a nation that stands up. We stand up for peace. We stand up for our neighbours and we stand up for the environment.

And so we held our first national Green Growth Summit in Fiji only a couple of months before I appeared before you last year. In that short time, Fiji developed and has begun implementing its own Green Growth Framework — a master plan for an economic model that is more holistic, integrated, inclusive and — above all — sustainable. Our framework links economic growth and environmental protection and builds an economy that grows in a more intelligent way and nurtures the interests of all our citizens.

No project will proceed if it is not sustainable or if it jeopardises our natural resources in any way. We hold our resources in trust for future generations, and we will not squander them for short-term economic gain. We will continue to grow and develop and modernise, but we will embrace a future in which our forests, our mangroves, our coral reefs and our marine life thrive. If everyone does the same with their part of the world, large or small, we may have a chance to save this planet.
Since the previous extract was taken from the Prime Minister’s speech, it is an example of the Language of Oratory, or Public Speaking.

Here are some questions to review your knowledge of that particular language register:

1. In paragraph 1, quote an example of direct address. Explain the need for this in this particular speech.

2. Identify one linguistic feature of oratory used in paragraph 2. What effect does it have?

3. The speaker has used the word “we” several times in the first four paragraphs. Who does he include in this “we”?

4. Quote some words and phrases with negative connotations from paragraph 5. Why were these words and structures used?

5. Identify a figure of speech used in paragraph 6. How effective is this figure of speech?

6. Which feature of oratory is used in Paragraph 7?

8. Identify another feature of oratory used in Paragraph 8.

9. Again in paragraph 9, the use of the personal pronouns “we, our, “ and “us” is prominent. Suggest why they are being used so many times.

10. A different feature of oratory is being used in Paragraph 11. What is it, and why is it being used here?

11. Quote an emotive phrase in Paragraph 12, which has a positive connotation.

12. Adjective stacking may be used by speakers to describe something in either a negative or positive light. Quote an example from Paragraph 13.

13. Which linguistic feature of the language of oratory can you identify in Paragraph 13? Quote an example to support your answer.

14. Find synonyms for the following words in the paragraphs in parentheses:

a mapped, plotted, outlined (1) b energetic, vigorous, dynamic (1)

c insist, argue, claim, state (2) d important, unique, critical (3)

e independent, self-contained (4) f erratic, capricious, mercurial (5)

f relentlessly, grimly, firmly (6) h disregard, forgetfulness (6)

i bearable, acceptable, tolerable (8) j mourn, grieve, sorrow, suffer (9)

k honesty, firmness, durability (11) l practising, exercising, fulfilling (12)

m whole, entire, comprehensive (13) n waste, consume, abuse, dissipate (14)

o endangers, risks, threatens (14)
Using the information gathered from all the previous readings on environmental issues, participate in a **6 THINKING HAT DISCUSSION**

This type of discussion was created by Doctor de Bono in the 1980s. The six hats were a different colour each and represented a different mode of thinking.

This type of discussion encourages parallel thinking and thinking outside the box. **The BLUE HATS will always begin and end the whole group discussion.**

<table>
<thead>
<tr>
<th>Hat</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td><strong>Managing/summarising</strong>: What is the subject? What are we thinking about? What is our goal? What hasn’t been done, yet? What are the most important things that should be done?</td>
</tr>
<tr>
<td>White</td>
<td><strong>Information and data analysis</strong>: What facts/data/statistics are known? What other information is needed? Where can this information be obtained?</td>
</tr>
<tr>
<td>Red</td>
<td><strong>Emotions/feelings</strong>: What are the instinctive, intuitive, gut feelings about the subject? What do you like/dislike? What predictions can be made?</td>
</tr>
<tr>
<td>Black</td>
<td><strong>Discernment</strong>: the use of logic. What are some reasons to be cautious and conservative? What are some NEGATIVE outcomes?</td>
</tr>
<tr>
<td>Yellow</td>
<td><strong>Optimistic</strong>: positives and BENEFITS, reason why things should be done. Seeking harmony and compromise.</td>
</tr>
<tr>
<td>Green</td>
<td><strong>Creativity</strong>: offering other options and alternatives, asking provocative questions and making provocative statements, following through ideas.</td>
</tr>
</tbody>
</table>

**ACTIVITY**

Divide the class into SIX groups. One group will represent one hat.

Hold your group discussions. SHARE your ideas after a timed discussion.
REPORT WRITING

Report writing is another option in the FORMAL WRITING section of the Year 12 English Examination.

Reports are usually written to convey information which has been gathered, persuade or convince and make recommendations.

It must be written in the third person, formal tone.

BELOW is a sample report written using information taken from a graph.

GRAPH SHOWING TRENDS OF NOISE IN NEWTOWN.

Trends of Complaints about Noise in Newtown.

Introduction
Between 1980 and 1996, the Environmental Health Authorities in the city of Newtown received complaints made about noise in that area. The sources of noise came from four main areas: road works, factories, the traffic and domestic or homes. This report will discuss the main trends seen, and make recommendations on how the problem of excessive noise can be approached.

Methods, Scope and Limitations
Three methods were used to study the above issue: people of Newtown were interviewed, members of the Newtown City Council were given questionnaires to answer, and the third method was the searching of information through the media, especially local newspapers. It was difficult to get enough people to be interviewed, and the media search took much longer than was expected. However, the City Council members were very helpful.
Main Trends
Although the number of complaints received in 1980 about road works was the highest at six hundred, over the years, the number has steadily declined. In 1996, there were less than a hundred complaints. Factory noise grew from four hundred complaints in 1980, to more than seven hundred in 1986. The number of complaints leveled off at that number up to 1996. As for the noise from traffic, complaints went from about three hundred a year in 1980 to six hundred complaints in 1994. However, the greatest rise in complaints was about domestic noise. This rose from about five hundred complaints in 1980, to one thousand and four hundred complaints in 1996.

Conclusions
Newtown’s population has grown steadily in the period of time surveyed, leading to the sharp increase in domestic noise. This has also attributed to the rise in two other complaints – that of the factories and traffic. More people have moved into the area, therefore more people are affected by the different types of noise, resulting in a general rise in complaints.

Recommendations
The main cause for concern is domestic noise. It is recommended that a public awareness programme be conducted by the Environmental Health Authorities, so that the population can become aware of how they can reduce noise that annoys their neighbours. The police can also be asked to help. The factories in the area can also be asked to reduce their noise levels to a more acceptable degree. They should be asked to submit their plans to do this, in writing, to the Ministry. It is also recommended that no further permits be given to build factories in the area. Traffic can be diverted to use the main bypass, especially during the busy hours. For now, road works are a minor problem.

Here are several graphs which also pertain to the environment.
Sea-level rise will result in permanent land loss and reductions in freshwater supplies, as well as threaten coastal ecosystems. “Extreme” sea-level days (with a daily average of more than 6 inches above the long-term average) can result from the combined effects of gradual sea-level rise due to warming and other phenomena, including seasonal heating and high tides.

(This graph is excerpted from United Global States Research Program, 2009)

### Top 10 Debris Items Collected Worldwide during Ocean Conservancy's International Coastal Clean up

<table>
<thead>
<tr>
<th>Item</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cigarettes/cigarette filters</td>
<td>1,971,551</td>
</tr>
<tr>
<td>Food wrappers/containers</td>
<td>693,612</td>
</tr>
<tr>
<td>Caps/lids</td>
<td>656,088</td>
</tr>
<tr>
<td>Bags</td>
<td>587,827</td>
</tr>
<tr>
<td>Beverage Bottles (plastic)</td>
<td>494,647</td>
</tr>
<tr>
<td>Cups/plates/forks/knives/spoons</td>
<td>376,294</td>
</tr>
<tr>
<td>Beverage Bottles (glass)</td>
<td>349,143</td>
</tr>
<tr>
<td>Cigar Tips</td>
<td>325,893</td>
</tr>
<tr>
<td>Straws/Stirrers</td>
<td>324,680</td>
</tr>
<tr>
<td>Beverage Cans</td>
<td>308,292</td>
</tr>
<tr>
<td>Total Top 10 Debris Items Worldwide</td>
<td>6,088,027</td>
</tr>
<tr>
<td>Total Debris Worldwide</td>
<td>7,238,201</td>
</tr>
</tbody>
</table>

Source: Ocean Conservancy
ACTIVITY

FORMAL WRITING
1. Write a report based on ONE of the three graphs given, using the information given.
2. PLAN your writing before you start.
3. You may write the report under the following subheadings.
   ● Introduction
   ● Problems
   ● Analysis
   ● Recommendations
   ● Conclusion

PERSONAL WRITING
1. Write a letter to your future grandchildren, explaining the issues the Earth is going through now, and how you played a part in worsening or minimising the Earth’s plight.

OR

2. Write a letter to the editor of a local newspaper, expressing your views on people’s abuse of the marine ecosystem.

OR

3. Write a diary entry about a clean up campaign you were part of.

OR

4. Write an imaginative essay titled: A Day in the Life of a Kawakawa

OR

5. Use ONE of the photographs on the next page to write about the environment in any style of your choice.
Source: The Fiji Sun, 2015