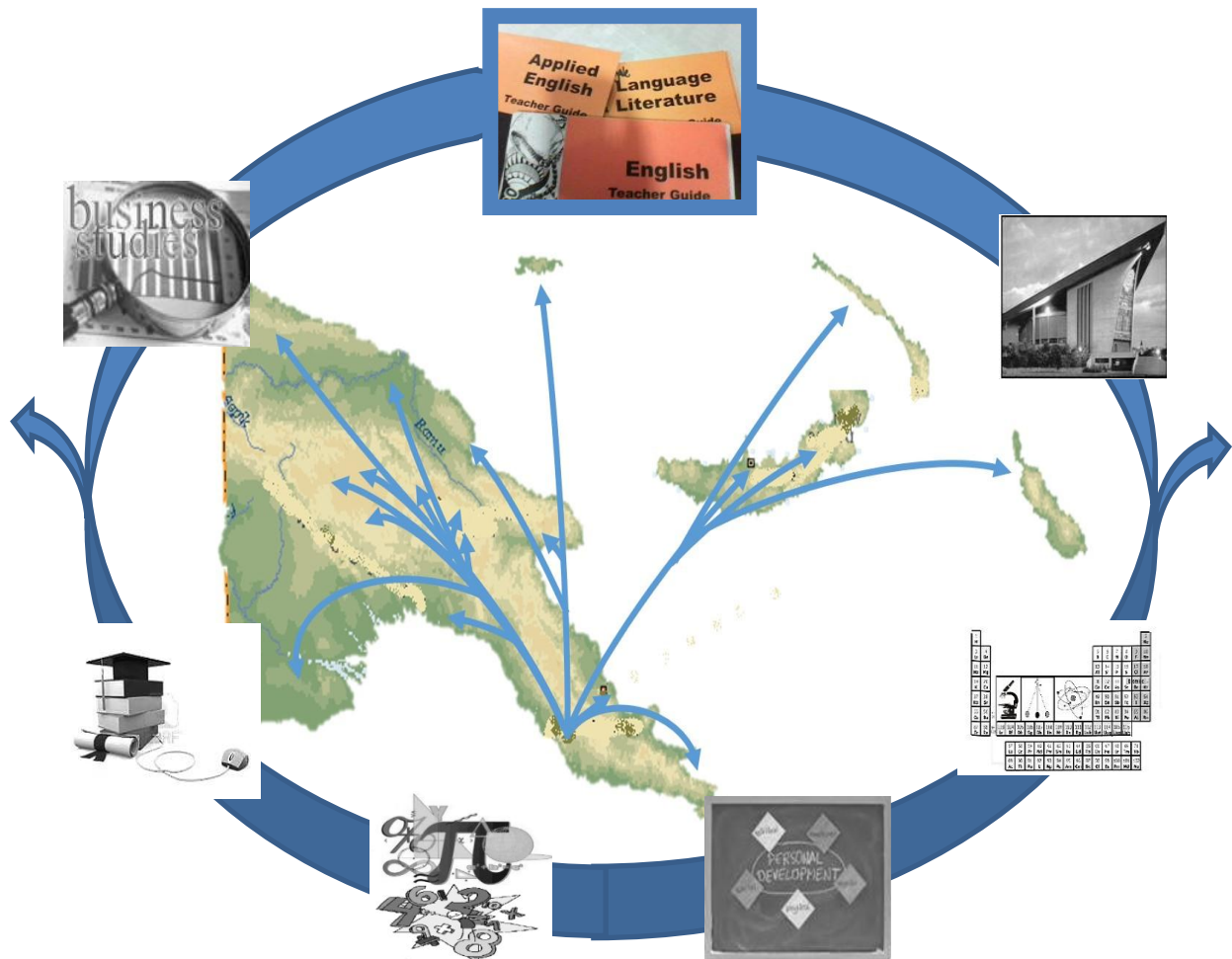




DEPARTMENT OF EDUCATION

GRADE 11 APPLIED ENGLISH COURSE MODULE

UNIT 11.2



FODE DISTANCE LEARNING



PUBLISHED BY FLEXIBLE OPEN AND DISTANCE EDUCATION
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PAPUA NEW GUINEA

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GRADE 11 APPLIED ENGLISH COURSE MODULE

UNIT 11.2 INTRODUCTION TO MEDIA

- Newspapers and Magazine Articles
- Other Forms of Media
- Writing Workshop 2



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DIANA TEIT AKIS
PRINCIPAL

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SECRETARY'S MESSAGE

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

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

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

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

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

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

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

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

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

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

DR. UKE KOMBRA, PhD

Secretary

for

Education



UNIT 11.2 INTRODUCTION

The media opens up the world for us. The mass media is a means of communicating to a large number of people. Print, television and radio, the traditional forms of media, help us find out about current events that happen in other parts of the country and even in the opposite side of the world. The media in most countries, even Papua New Guinea, is the most common source of materials for reading. Our exposure to media can help us improve our use and understanding of the English language. It is important that we understand the features of different kinds of media texts and the techniques used by those who prepared them in order to convey their message. This part of the unit will help you develop your critical thinking skills and written expression skills in order to make the most out of this kind of communication.

This Unit consists of three topics and each Topic has 4 sub-topics

11.2.1 NEWSPAPERS AND MAGAZINE ARTICLES

- 11.2.1.1 Newspapers
- 11.2.1.2 News Stories
- 11.2.1.3 Magazines
- 11.2.1.5 School Paper

11.2.2 OTHER FORMS OF MEDIA

- 11.2.2.1 Radio Broadcasting
- 11.2.2.2 Television News
- 11.2.2.3 Television documentaries
- 11.2.2.4 Film genres
- 11.2.2.5 Film Script

11.2.3 WRITING WORKSHOP 2

- 11.2.3.1 Persuasive Writing
- 11.2.3.2 News Writing
- 11.2.3.3 Copy reading
- 11.2.3.4 Television Programme Review
- 11.2.3.5 Film Review



LEARNING OUTCOMES

On successful completion of this module, students will be able to:

- Read and view texts, both fictional and factual, which represent a variety of genres and comment on a variety of issues
- Describe how authors create texts to inform and influence particular audiences for specific purposes, and so choose and use texts appropriately
- Select information, ideas and opinions from their reading and note them accurately
- Identify and ethically evaluate the use of emotional and persuasive language in persuasive and propaganda texts
- Describe language conventions and features used in news and human interest reporting
- Describe a wide range of workplace, technological and media texts and explain their uses and potential in terms of audience, purpose, and context
- Select a philosophical or ethical issue from a film, take a position on the issue and discuss orally and in writing
- Analyse different genres of news stories, particularly:
 - the language conventions and features of each genre
 - the audience, purpose, and context of text types used in newspaper reporting
- make critical judgments and analyse issues relevant to the use of the latest technology communication methods.



Study Guide

Below are the steps to guide you in your course study.

- Step 1: Carefully read through each module. In most cases, reading through a lesson once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide found at the end of each module and mark your own written answers against those listed under the **Answers to Activities**. Do each activity and mark your answers before moving on to the next part of the module.
- Step 3: After reading the summary of the unit module, start doing the Practice Exercise. Refer to the module notes. You must do only one practice exercise at a time.
- Step 4: Below each Learning activity, there is an instruction that says:
- Check your answers at the end of the unit before proceeding to the next part.**
- Step 5: Turn to the marking guide at the end of the Unit and mark your own written answers against those listed under the Answers to Learning Activity.
- Step 6: When you have completed a practice exercise and marked your answers, go back to the module and correct any mistakes you may have made before moving on to the next Unit.
- Step 7: Study the entire module following Steps 1, 2, 3, 4 and 5.

Here is a sample Study Timetable for you to use as a guide. Refer to it as a reminder of your study times.

TIME	MON	TUE	WED	THU	FRI
8:00-10:00	F O D E S T U D Y				
10:00-11:00					
1:00-2:00					
2:00-4:00					
6:00-7:00					
7:00-9:00	Listen to or watch current affairs programmes. Write your diary or read a book.				

A timetable will help you to remember when you should be doing your FODE studies each day.



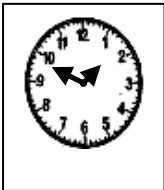
Time Frame

This unit should be completed within 10 weeks.

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

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

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

	Learning Outcomes		Time Frame
	Learning Activity		Reading Activity
	Vocabulary		Speaking Activity



11.2.1 NEWSPAPERS AND MAGAZINE ARTICLES

Reading newspapers and magazines remains an important part of most people's daily routine. Print media is different from other literature because of the use of graphics, the variety of the written content and current nature of the subject matter. In this part of the unit, you will be learning about the different parts of newspapers and magazines. Be sure to answer all learning activities and to check your own answers by comparing it to the answers page.

11.2.1.1 Newspapers

Newspapers are printed and distributed usually daily or weekly. It is a mass medium, a means of communicating to a large number of people. The main purpose of newspapers is to bring us news.

People watch the news on television to find out quickly what is going on at home or abroad. Newspapers provide more in-depth descriptions of events and they are able to cover more news stories than television. Aside from providing more details, newspapers also provide a wider range of information more than just the news.

Some sections of the newspaper intend to inform, others to entertain and some to help people in business.

A newspaper has a huge range of items and selections:

- | | | |
|-----------------------------|-------------------------------|------------------------------|
| • international news | • political news | • weather news |
| • motoring section | • local news | • restaurant guide |
| • the arts | • photographs | • finance information |
| • national news | • entertainment news | • cartoons and comics |
| • holiday and travel | • sports news | • letter to the editor |
| • classified advertisements | • technology news | • fashion articles |
| • book reviews | • display advertisements | • business information |
| • outdoor section | • games and quizzes | • play reviews |
| • editorial | • real estate section | • horoscopes |
| • crosswords | • personal and public notices | • Television and radio guide |
| • film reviews | | |



One of PNG's daily newspaper, The National, Jan 6, 2014 edition.

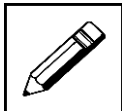


The Purpose of Newspapers

Newspapers have a number of purposes. They are printed to:

- a. inform – newspapers provide us with news and information by reporting daily events.
- b. give opinions – newspaper editors or their staff, give their opinions about events in the news. Newspapers also publish letters from readers expressing their opinions.
- c. entertain – newspapers supply us with entertaining items and inform us about other sources of entertainment.
- d. provide services – newspapers help readers to buy and sell things, to find out what is on and to find jobs.

Use the information above to answer the first learning activity of this part of the unit.



Learning Activity 1

Study the different sections of the newspaper and the purpose of newspapers. For each purpose, write the sections of the newspaper that fulfill this purpose. The first one had been done for you.



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

Purpose	Newspaper section
Information	<u>Local News</u> 1. _____ 2. _____ 3. _____ 4. _____
Entertainment	<u>Cartoons and comics</u> 5. _____ 6. _____ 7. _____ 8. _____
Opinion	<u>Editorial</u> 9. _____
Services	<u>Display advertisements</u> 10. _____

Check your answers at the end of the unit before proceeding to the next part.



The next part of the topic will discuss the qualities of good newspapers. You will also try to evaluate your local newspaper.

What should newspapers be doing?

While a newspaper is a business concern, it is not like any other business. The power of the press, that is, of newspapers, has long been recognized, accepted and supported. The first duty of newspapers is to its public, to the readers. Profit should come second.

A good newspaper should have accuracy, responsibility, integrity and leadership. In order to be accurate, a newspaper shall:

1. exert maximum effort to print truth in all news statements.
2. strive for completeness and objectivity.
3. guard against carelessness, bias or distortion by either emphasis or omission.

Truthful and accurate reporting of current events is one of the important duties of the press. In a democratic country like Papua New Guinea, each citizen has a responsibility to take part in the making of decisions about national affairs. Voting for a political party is one of these decisions. This can only be effective if there is accurate information on current events.

A newspaper should explain the news. The mere reporting of news is often seen as not enough. People also want explanations as to what it all means. As newspapers move towards a more highly educated readership, most newspapers are giving more spaces to in-depth explanation of the news.

In order to show responsibility, a newspaper shall:

1. use mature and considered judgment in the public interest at all times.
2. select, edit and display news on the basis of its significance and its general usefulness to the public.
3. clearly define sources of news and tell the reader when competent sources cannot be identified.
4. respect rights of privacy.
5. instruct its staff members to conduct themselves with dignity and decorum.

In order to show integrity, a newspaper shall:

1. maintain vigorous standards of honesty and fair play in the selection and editing of its contents as well as in all its relations with news sources.
2. deal dispassionately with controversial subjects and tread disputed issues with impartiality, provide a forum for the exchange of pertinent comment and criticism especially if it is in conflict with the newspaper's editorial views and expressions of opinion.



In order to show leadership, a newspaper shall:

1. act with courage in serving the public.
2. stimulate and vigorously support public officials, private groups and individuals in crusades and campaigns to increase the good works and eliminate the bad in the community.
3. help to protect all the rights and privileges guaranteed by law.
4. serve as a constructive critic of the government at all levels, providing leadership for necessary reforms or innovations, and exposing any misuse of public power.
5. oppose any selfish or unwholesome interests regardless of their size and influence.



Answer these questions about the qualities of a good newspapers. Write your answers on the spaces provided.



**You have
15 minutes
for this**

1. How will a newspaper **strive for completeness** so that it can be truthful?

2. How can a newspaper show responsibility in reporting about a health issue like malaria?

3. Which part or section of the newspaper do you think can a newspaper **provide a forum for the exchange of pertinent comment and criticism**?

4. Give an example of a **selfish or unwholesome interest** that a good newspaper may oppose.

5. Look at a copy of a daily newspaper and try to evaluate it according to the criteria of a good newspaper discussed on pages 7-8. Use this checklist for your evaluation. Write **yes** or **no** on the lines provided.
 - a. Are the news articles and other sections of the newspaper accurate? _____
 - b. Does the newspaper show responsibility? _____



- c. Does the newspaper show integrity? _____
- d. Does the newspaper show leadership? _____
6. In your opinion, is the newspaper you are reading a good newspaper? Explain your answer.
- _____
- _____
- _____
- _____

Check your answers at the end of the unit before proceeding to the next part.

11.2.1.2 News Stories

What is news?

News is actually relative. News to one person may not be news to another. News in one area may not be news in another place. But to put it simply, **news** is information that has meaning for a set of readers. For Papua New Guineans, events that happen in its four regions, in the neighbouring countries and even in other parts of the world can be considered news.

Try to check the local newspapers that you may have read. What stories have been included as news?

Here are ten characteristics that help reporters decide whether an issue or event is worth writing about as news:

1. **Timeliness** refers to the immediacy of a particular issue or event. People read the news to be updated, thus news have to be able to give updated information.
2. **Prominence** refers to the importance of the subject. News about public figures like politicians and entertainers are always interesting.
3. **Proximity** means the nearness in actual distance of the event to the reader. This may also refer to psychological proximity which means the reader feels connected to the event in some way.
4. **Oddity or Novelty** refers to news about anything unique, original or unusual.
5. **Significance, impact or consequence** are events that directly or indirectly affect the readers such as increase in prices of goods.
6. **Conflict** includes accounts of disharmony, disunity or disagreement such as wars, political stand-off or elections.



7. **Suspense** is the unexpectedness of a certain turnout of events such as sports events, elections or court proceedings.
8. **Human interest** refers to issues that appeal to the emotions of the readers. These may include stories about children and animals or accounts of ordinary people with extraordinary experiences.
9. **Progress** are stories about development of communities and the country as a whole.
10. **Humour** refers to the funny side of things or events that make the readers laugh.

Two Basic Types of News Stories

You can broadly categorize news stories into two kinds: the **straight news story** and the **feature story**. The straight news story is more direct to the point. It is more formal and uses the third person point of view. It is more timely and often shorter.

On the other hand, a feature story is more creative that it makes use of literary devices or figures of speech to make the story more interesting. It is less formal in tone and can be more personal. It is not really time-bound and has more human interest. It is also more in-depth and is therefore longer.

The two types are alike, however, in the following aspects: they must both be factual. The story should be presented as objectively as possible.

After reading about news stories, answer the following activity.



Learning Activity 3

A. What news element is emphasized in the following headlines of news stories? Write your answers on the spaces provided.



You have 20 minutes for this activity.

1. New Zealand farmer uses old bras to support his prize winning tomatoes

2. Eradication of malaria impossible according to the World Health Organization

3. 15 Papua New Guineans passengers of crashed Air Asia plane

4. Namah blasts Speaker of Parliament

5. Three appear in court over death of a man in POM City



B. Below are two news stories. Identify whether each one is a feature story or straight news story.

Nature Blocks Road

The travelling public and vehicles along the Wau Bulolo Highway near Gabensis village came to a halt for an hour when a huge tree fell and blocked the highway yesterday morning. The travelling public came together and cleared the road using a small axe and two bush knives. The additional strength to move the huge pikus tree came from the PNG Forest land cruiser and Pelgens company truck. Both vehicles pulled the tree to the side of the highway using a chain block.

6. Answer: _____

Extreme Measures

Papua New Guinea's major oil and gas producer Oil Search Ltd operates in some of the most difficult environments, especially deep in the highlands of PNG. Seismic field camps are only accessible by helicopter and potential drill sites are often inconveniently located between towering limestone pinnacles that shoot up out of the deep tropical forests. It is impossible to build roads in these areas given the difficult terrain. Therefore, the company's seismic operations rely heavily on aerial support to move people and equipment from one location to another.

Seen in the photo below is the seismic crew helicopter moving a heli-portable drill rig on a 200-foot long line. The drill rig on a 10m deep hole, into which a 3 kg explosive charge is loaded. The helicopter is being skilfully manoeuvred just a few meters above the tree canopy and the drill is carefully lowered to the ground for use. When a hole is completed, the helicopter moves the drill to the next location.

7. Answer: _____

Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: Prepositional Phrases

A phrase is a group of words that does not have a subject or a verb and functions in a sentence as one part or speech. **Prepositional phrase** begins with a preposition and ends with a noun or pronoun.

Examples: on the table before him behind the tree
 of those jeans after the exam near the canopy

1. **Adjective phrase** - If the prepositional phrase describes a noun or a pronoun, then it is an adjective phrase.

Example: The book on the table should be returned to the library.
I cannot afford the cost of those jeans.

2. **Adverbial phrase** - If it adds more information and description to a verb, then it is an adverbial phrase.

Example: I sat before him with a clear conscience.
Meet me after the exam.

**Learning Activity 4**

Underline the prepositional phrases in the following sentences. Indicate in the line after each sentence if the phrase is adjective or adverbial.



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

1. The article about Papua New Guinea traditional stories is fascinating. _____
2. We painted the ceilings throughout the house to prepare for the visit. _____
3. He quietly tapped on the door. _____
4. After the presentation, she spoke about her military training. _____
5. The editorial is rich in sarcasm. _____

Check your answers at the end of the unit before proceeding to the next part.

11.2.1.3 Magazines

Another type of printed media is the magazine.

Magazines are publications, usually periodical publications, that are printed or published electronically. Those printed electronically or online versions are called **online magazines**.

They are generally published on a regular schedule and contain a variety of contents.

They are generally financed by advertising, by a purchase price, by prepaid subscriptions, or a combination of the three. It is a collection of

written articles, photographs, stories and interviews, graphics, competitions, advertisements and regular features. Its cover page is colourful and attractive in order to entice readers to read.



A variety of magazines for different interests
Image from <http://blog.madmagz.com>

Types of Magazines

Most magazines look more or less the same at first glance, but they are targeting different audiences.

1. **Consumer magazines** target general reading audiences who have special interests. For instance, there are consumer magazines that cover homes, sports, news, fashion, teen gossip, and many more groups of readers. Examples include **Reader's Digest**, **Better Homes and Gardens**, **National Geographic**, **People**, **Time**, and

others. In Papua New Guinea, we have **Stella** and **Lily** magazines that deal mostly with fashion and general information.



Stella, a Papua New Guinean Magazine from www.stellamag.com



2. **Trade and Professional magazines** target people working in trades, businesses and professional fields. These periodicals provide news, information and how-to articles for readers working in specific industries with advertising content focused on those industries or trades including job notices. Examples of trade magazines include **Airbrush Action Magazine**, a trade publication covering the spectrum of airbrush applications; the newsweeklies for media professionals **Editor and Publisher**, **Folio**, **Broadcasting and Cable**, **PR Week**, **Advertising Age**, **Publishers Weekly**, **Variety**, **Billboard** and thousands of others.

3. **House Organ**, also known as in-house magazines, in-house publications and house journals are published by for-profit and not-for-profit organizations such as companies, special interest groups and affinity groups for their customers, employees, clients and members. Examples include **UNCP Today** for university alumni, **Avalon Hill General** about Avalon Hill games, **Friends** magazine of Chevrolet Dealers, **The Rotarian** and thousands of other titles. Papua New Guinea companies such as Vision City and Air Niugini have their own in-house publications such as the **Paradise** magazine.

What is the difference between a newspaper and a magazine? Study this table.

Criteria of Comparison	Magazines	Newspapers
Purpose: Why is it published?	To entertain and inform.	To disseminate news on a daily or weekly basis.
Subject: What topics does it cover?	Particular subject or hobby but may also cover variety.	Current events in politics, sports and leisure, business.
Contributor: Who writes the articles?	Journalists, freelance writers and editorial staff.	Local staff, news from international organizations.
Intended audience: Who is it targeting?	General readership and non-specialists.	General audience with interest in the news.
Article Coverage: How detailed or sophisticated are the articles?	Brief articles that provide general information without going into great detail.	Brief articles that cover an array of topics with contents determined by current events.
Language: What terms and kind of language are used?	Uses no jargon or subject specific words.	Uses common words and simple sentence structure
Sources: How are the sources cited in each article?	Infrequent mention of sources making information difficult to substantiate or trace.	Usually name sources but may keep some sources confidential.
Appearance: What is its physical appearance?	Slick and glossy paper with photographs, illustrations, graphics and interest catching cover stories.	Usually inexpensive thin paper with black and white ink, the amount of colour and graphics determined by editorial policy.
Advertising: How much space is devoted to advertisement?	Ads are present and may be predominant feature.	Large space allocated for classified and display advertisements.

**How do you choose a magazine?**

Choosing the right magazine to read will depend on your interest, what topic you want to read about and why you are reading. Here are some questions you can ask yourself in order to choose a magazine to read.

1. Does the magazine have catchy article titles?
2. Does it show imagination and skill in its layout design? Does it include colourful and attractive photographs, graphics and even advertisement contributing to a pleasant and attractive whole?
3. Are the topics included in the contents suitable for its intended audience?
4. Is the information contained in the magazine a product of relevant research? Are they suitably arranged and organized in a logical order?
5. Does it include quotes from interviewees, personal opinions from relevant sources and advice where appropriate?

Try to answer these questions while scrutinizing a locally published magazine. Is this the kind of magazine that you would like to read?

Now that you have read about magazines, let us answer some questions about what you have read.

**Learning Activity 5**

A. Using your dictionary, look for the meaning of these vocabulary words from the passage above and write their definition on the space after each word.



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

1. Periodical - _____
2. Subscription - _____
3. Consumer - _____
4. Jargon - _____
5. Substantiate - _____

B. Look for a copy of a local (Papua New Guinean) magazine. It may be any type of magazine. Analyse and evaluate the magazine by answering the following questions.

6. What is the name of the magazine you have chosen? _____
7. What type of magazine is it? _____



8. Is the magazine cover attractive? Describe it. _____

9. What article titles caught your attention? Will you be interested to read the whole article? _____

10. Write a three-paragraph essay to evaluate the magazine you are studying. Use the space below to outline a three-paragraph essay about your evaluation of the magazine. Write your full essay on the spaces below. Complete the title by filling in the name of the magazine you are evaluating.

Evaluation of the _____ Magazine

[illegible]



Check your answers at the end of the unit before proceeding to the next part.

11.2.1.4 Newspaper Layout

The layout or make-up of a newspaper is the packaging or arrangement of text and photos on a page. Layout aims to attract the readers and lead them to read the contents. It also gives the paper a distinct personality. Some regularity of arrangement makes the different contents easy to find and read.

The layout is part of the personality of the paper. There are three recognized types of layout.

1. The **balanced make-up** is achieved through symmetry. A page is divided into two. Everything on the left is balanced by something on the right and vice versa. It is confidence-inspiring, but too formal.
2. In **contrast and balance**, balance is achieved by contrast. For example, pictures on one side are balanced by headlines on another or black spots by white spots. This layout can be **right brace** which is identified by a heavy concentration of pictures and headlines on the upper right hand corner or it can left brace which is identified by a heavy concentration of pictures and headlines on the upper left hand corner. The brace is a good substitute for streamers or the use of the full spread for the headline.
3. The **circus make-up**, have columns which are broken into various lengths.



An example of a balanced make-up. Image from ailcas.deviantart.com



An example of a contrast and balance. Image from ailcas.deviantart.com



An example of circus layout. Image from www.pinterest.com

Here are some newspaper terms that can help you understand more about layout.

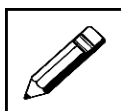
1. **Logo** – A logo is a graphical element or stylized treatment of text used to quickly identify your company. Ideally, a logo can be reduced to less than one-inch square and still be recognized by your clients.
2. **Nameplate** - When you combine a logo with a publication or company name, you create a name plate. The name on the cover of magazines and on page one of newspapers is known as the publication's nameplate.
3. **Headlines** - Lines of text that are set in larger type for the purpose of attracting readers are headlines, also called headings.
4. **Subheads** - In a lengthy article, subhead can be used to break text into shorter segments. Subheads can also appear beneath a headline, but should not be too detailed.
5. **Kicker** - A kicker is a smaller-font headline, often underlined, just above the main headline.
6. **Byline** - The name of a writer and his or her staff position appears as a byline, usually preceding an article. Readers associate bylines with unbiased reporting.
7. **Body Copy** - The primary text of an article is known as the body copy. Any text is generically referred to as copy.
8. **Pull Quotes** - When you want to draw attention to a dramatic quote, you can reprint the quote in larger type within the article. The second, larger version of the quote is known as a pull quote.



9. **Captions** -When you include photos, artwork, or info graphics, you might need a **caption** to give readers a bit more detail. Captions are generally set in a small but easy to read font.
10. **Sidebars** -Smaller articles or lists of facts appearing in boxes alongside the body copy are known as sidebars. Often, sidebars provide additional information not included in the body of the article.
11. **Photographs** -Nothing attracts attention and provides insight better than a good photo.
12. **Artwork** - Any graphical element can be referred to as artwork, they refer to cartoons or illustrations. Most artwork serves to attract attention. Editorial cartoons express ideas, but most artwork is meant to appeal to readers.
13. **Info graphics** - Charts, maps, and diagrams are info graphics. These are informational graphic elements that should be used sparingly, since they have to be reasonably large.

Some Guidelines in Lay-outing

1. Distribute headlines. Put on the first page only what is important. A cluttered page is not necessary a newsy page.
2. Have plenty of breathing space. **Whites**, as blank spaces are commonly called, give the feeling of the content not being too difficult to read. This can be achieved by the use of sub-heads, shorter paragraphs and shorter news stories.
3. Avoid using the same type or font throughout. The use of more than one type lends variety.
4. Choose your photos carefully. Avoid using photos that are too small, bad or obscene.
5. Avoid separating related stories and pictures.
6. Use the ears of the paper. Ears are found at the upper left or upper right corner of the front page for ads, announcements among others.
7. Avoid jumping stories or putting the rest of the story on another page, if at all possible.
8. Avoid having the top half of a page too heavy. Distribute the stories and pictures throughout the page.

**Learning Activity 6**

A. Label the blank front page of a newspaper. Choose the right newspaper part that should go into each box. Write the letter of your answer on the space inside the page. Follow the guidelines of good lay outing in doing this activity.



You have 15 minutes for this activity.

1. _____	
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____
5. _____	9. _____

Choose your answers from this list.

- | | |
|------------------------------------|-------------------------------------|
| A. Picture with smaller news story | F. Other news stories in the paper |
| B. Picture with main story | G. Smaller news story |
| C. Date | H. Body copy of the main news story |
| D. Main Headline | I. Price of the newspaper |
| E. Nameplate | |

**B. Answer these questions on the spaces provided.**

1. What type of layout is used in this newspaper on part A?

2. Where will you find the logo in a newspaper?

3. What do the readers think when they see the by-line of a news story?

4. What can be used as a pull quote?

5. Give an example of an art work.

6. Why should info graphics be used sparingly?

Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: Verbal Phrases

Verbal phrase is a verb form together with other words that does not function as a verb. It can be used as a noun, an adjective or an adverb.

1. **Gerund** - If a verbal is used as a noun, then it is called a gerund. They always end in **-ing**.

Example: Playing soccer is my favorite sport.
He was convicted of counterfeiting millions of kina.

2. **Participle** - If a verbal is used as an adjective, then it is called a participle. It can be a past participle or a present participle. These two kinds of participles can be distinguished from each other by their word endings.

a. **Present participles** end in **-ing** (for example: frightening, exciting)

Example: Limping badly, the injured athlete was escorted off the field.
The boy crying loudly at the shop was looking for his mother.

b. **Past participles** usually end in **-ed** (for example: frightened, excited).
During the storm a broken branch fell onto the roof of our house.

3. **Infinitive**—if a verb appears with the word **to** and acts as a noun, adjective or adverb, then it is called an infinitive.

Example: To understand requires maturity and acceptance.
The hunter's only defense against the bear was to run for his life.

**Learning Activity 7**

Underline the verbal phrase that can be found in each sentence and indicate what kind of verbal phrase it is. The first one has been done for you.



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

1. To fantasize is his only way out of a dreary life. Infinitive
2. Wrapping the gifts took longer than expected. _____
3. The cat clawed its way at the top of the box in order to escape. _____
4. Mrs. Gima's fractured hip was very painful. _____
5. The frightening experience left us all shaking and traumatized. _____
6. Scanning the book, Anne spotted the answer. _____

Check your answers at the end of the unit before proceeding to the next part.

11.2.1.5 School Paper

The school paper serves as an avenue for students' self-expression and for the enhancement of their thinking and writing skills. The paper provides them an opportunity to express their ideas in writing and encourage them to research and read more. It may also serve as a medium for which the students may be enlightened about issues and events relevant to their studies.

The school paper aims to:

1. provide the student body with a forum of open expression within boundaries set by the student paper's guidelines.
2. teach students the rules of professional journalism while promoting creative expression. about events relevant to it.

What does the school newspaper include?

1. **News** – Some ideas for new stories are school excursions, fairs, school dances, plays or concerts, sports events and news about new students or teachers.
2. **Editorials** - The editorial section can include a message from the editor, known as the "editorial," as well as letters to the editor from readers. In a school newspaper, it is a good place to put a report from the principal.
3. **Features** – Feature stories give more detail and background than news reports do, some examples would include science or art projects, stories about people in and around school and stories about holiday and travel.



4. **Sports**– These articles can include reports on recent competitions and their results as well as interviews with star players or coaches.
5. **Entertainment**–The entertainment section of the newspaper can offer fun things for readers to do in their spare time. These can include fictional stories, puzzles, poems, jokes cartoons, and even recipes. There may also be reviews of music, T.V. programs, plays and books.
6. **Advertising** - This section may include things for sale, job notices and even lost and found.
7. **Pictorial**– This section includes drawings and photos which can add visual interest to the pages.

In a school newspaper, the people involved are members of the school teaching staff and of course, the students themselves. Although the whole school should be involved in the school paper, having every school and class organization represented is not desirable. A staff of about fifteen to twenty-five members should be able to cope with a monthly publication of six to eight pages. Here are the staff involved in the school paper.

1. **Adviser** – is a member of the teaching staff who oversees the entire publication.
2. **Editor-in-chief** – supervises the editorial staff of the paper, writes the editorials and edits all articles before they are given to the adviser for final editing and approval for publication.
3. **Associate Editor** – helps the editor in chief in editing all articles and preparing assignments of section editors, as well as in preparation of the layout.
4. **Managing Editor** – brings articles to the press for typesetting, checks articles for typographical error, prepared the layout and paging of the paper and proofreads it before the paper is printed.
5. **Section Editors** – these include the news editor, sports editor, photography editor, features editor and circulation manager. They assign the reporters in their different sections to cover the events relevant to their section. They also edit these articles before they are submitted to the editor-in-chief.
6. **News reporter** – receives assignments from the section editors and secures the facts in order to write an article out of them.

Now that you have read about school newspapers, answer this next learning activity.

**Learning Activity 8**

A. Identify what is being described in each item. Write the word or words on the space before each number.



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

- _____ 1. This section adds visual interest to the school paper. It includes drawings, cartoons and illustrations.
- _____ 2. This section would be the best place to put the report from the principal as well the paper's stand on relevant and pressing issues or events.
- _____ 3. The writer of editorials, he or she edits all the stories before it can be presented to the teachers in charge of the school paper for final approval.
- _____ 4. This section may include items for sale, lost and found and even job vacancies.
- _____ 5. Before a school newspaper is printed, this person is responsible in checking for and correcting any typographical errors in the paper.

B. Below are some articles that can be included in the school paper. Classify them according to the section where it should be included. Write your answer on the table.

News	Editorial	Features
Entertainment	Sports	Advertising

1. Message from the editor
2. Introduction of new staff members
3. School wins soccer match
4. Interview with longest serving security guard
5. Comic strip
6. Message from the principal
7. Survey about using mobile phone in school
8. School wins spelling quiz bee
9. Teaching vacancy announcement
10. Crossword puzzle

Check your answers at the end of the unit before proceeding to the next part



11.2.2 OTHER FORMS OF MEDIA

We are starting our exploration of other forms of media in this second topic of Unit 2 in the Gr.11 Applied English module. Aside from print media, radio and television are means of mass communication. Being familiar with the techniques used in these media will greatly help your listening and viewing of radio and television programs. More importantly, it will enhance your skill and usage of the English language as most of these programs are in English. This part will also touch on films, another medium of telling a story to an audience. Do all the learning activities after each topic before moving to the next.

11.2.2.1 Radio Broadcasting

Radio is a medium for hearing. It is an auditory medium. It has no visuals. With radio, listeners can hear and imagine objects, actions and ideas. Messages are carried through voice, sound, music, noise and silence.

It is said that of all the mass media, radio is the most widely used. It can reach a wide audience, even those without access to television or newspapers. Radio enables distant communication. A single radio broadcast may be received by millions of people. **Radio broadcasting** refers to an audio form of communication. It uses radio waves, an electromagnetic radiation, to broadcast words, sounds and music from a transmitter to a receiving antenna.

Components of Radio Broadcasting

Being broadcast across the airwaves are information and entertainment programs, public service announcements and paid advertisements in order to get people to listen and attract an audience. The raw materials of radio programs can be pared down to three kinds: the spoken word, sound and music.

Verbal language is the primary code of radio. The spoken words are representations of the objects and ideas that the listener must visualize, picture or imagine. Most of the words on radio are scripted but has to sound spontaneous except for the news which is most of the time presented in a formal and serious way.

Sounds signify that something is happening. Sounds add realism to events or enhance the mood of a scene, particularly for radio which is a “blind” medium. Sound should complement the spoken word in order to support dialogue or narration. Drama sounds and sound effects make what is happening inside the radio more real to the listeners

Music, on the other hand, is a predominant output of radio broadcasts. The lyrics, melody, beat and rhythm can be a source of pleasure for listeners.



Microphones connected to a broadcast console and CD and tape players. Image from members.tripod.com



At the same time, some music may convey emotion while some others may indicate cultural and historical circumstances. The physical components of radio broadcasting can be divided into two: the equipment for production and the equipment for transmission.

The equipment for production are:

- **Microphones** are mechanical devices that transform sound waves into electrical impulses or audio waves.
- **Tape recorders** are used to store the original recording of production materials.
- **Cartridge machine** is a player and recorder machine ideal for playing announcements.
- **Turntables** transform sounds imprinted on discs into sounds that we hear.
- **CD player** is used for playing recorded materials on discs.

1. **Broadcast console** serves as the nerve center of the radio station. It has two main functions: to mix or join together in various combinations the sounds coming from the microphones, cd player and tape recorders and to amplify audio frequency currents to the desired level.

2. **Demagnetizer or bulk eraser** is a device that completely erases old recordings from tapes. The broadcast equipment for transmission are:

- a. **Transmitter** amplifies the audio frequency from the console and transmits it to the antenna system.
- b. **Antenna system** gives out more efficient radiation and increases the effective coverage of the radio station.



Transmitter and antenna system. Images courtesy of en.wikipedia.org and www.eastoncourier.com

Now that you have read about radio broadcasting and its components, answer this next learning activity.



Learning Activity 9

Identify what is being described in each item. Write the word or words on the space provided.



You have
15 minutes
for this
activity.

1. How is a message carried out by a radio?



2. Give an example of a radio broadcast.

3. Why is radio called a “blind” medium?

4. Aside from music and words, what is the other raw material used to create radio programs?

5. What are the two functions of a broadcast console?
 - a. _____
 - b. _____
6. Define the following terms. You may use a dictionary to help you.
 - a. broadcast - _____
 - b. complement - _____
 - c. convey - _____
 - d. amplify- _____

Check your answers at the end of the unit before proceeding to the next part.

Radio Broadcast vs Newspapers and Television Broadcasts

Radio Style

The radio newscast must be consumed sequentially; that is, the listener does not hear the second story in the newscast without hearing the first story. There should be clarity in both sentence length and word choice because the radio listener, unlike the newspaper reader, is unable to stop to review and reconsider the meaning of a sentence. The eye can go back; the ear can go only forward with the voice of the newscaster.

During the **golden age of radio**, 1930-1950, before television sets appeared in every home, the family gathering around the parlour radio console in the evening sat facing it, a natural thing to do because the radio talked to them. Today, it seems, no one looks at radios. They speak to us from under the steering wheel or over our shoulder. Unlike the attentive newspaper reader, the radio listener is often driving, working, or engaged in some task other than absorbing the latest news, and consequently is paying less than full attention. As a result radio news stories are written to be told in familiar words combined into sentences, which run at comfortable lengths in a style known as **conversational**.

The newscaster jumps from topic to topic, geographic location to location, as if the listener would have no difficulty in going from a flood in Bangladesh to a political crisis in Romania to a train accident north of town. Radio news is hard enough for anyone to follow but the confusion is greater for people who are not on top of events.



The thoughtful newscaster takes these topical twists and turns into consideration in both writing and delivery; the newspaper editor need not give the matter a moment's thought. The radio news writing style that has developed includes the choice of simple words and short, declarative sentences.

Newspaper Style

News in newspapers is written so that it may be edited from the bottom up. What does not fit is thrown away. The inverted pyramid style puts the most important information into the first paragraph and continues the story with facts in descending order of news value.

The reading of a newspaper matches bottom-up editing. The reader's eye scans the headlines on a page. If the headline indicates a news story of interest, the reader looks at the first paragraph. If that also proves interesting, the reader continues. The reader who stops short of the end of a story is basically doing what the editor does in throwing words away from the bottom.

Despite this, the newspaper reader can go back over a difficult paragraph until it becomes clear, a luxury denied to listeners to broadcast news on the radio or television.

Television Style

Television news style is much like radio news style, for a viewer can no more return to a group of facts than a listener can. The viewer, like the listener, does not always focus on what the newscaster says. Television news adds further complexities when pictures join the words; that is, anchors or reporters deliver what is called a **voice over**. A voice over is a piece of narration in a broadcast which is not accompanied by an image of the speaker.

News writers should keep the pictures in mind as they write, and the video is edited to fit the words. The words should relate in some way to the pictures. If the words and the pictures do not support each other, they surely fight each other for the viewer's attention which is very distracting.

In television newscasts, nearly all of the fresh information is found in the words, but it is the pictures that carry the impact for the viewers. It is the pictures that will be remembered. In news that include numbers, the presentation can be enhanced by graphs, pie charts or other visual aids lacking in radio.

Deepen your understanding of the different styles of presenting news by going through the next learning activity.



Learning Activity 10

Listen to a news broadcast of any of the radio stations that you have access to. Listen to one of its news program. Refer to the information you have read on page 25-26 and answer the following questions.



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

1. What is the main headline of the news that you have listened to?



2. While listening to the news, how were you able to picture or imagine the event being described by the news program?

3. News stories on the radio have to be told in familiar words. This style is said to be _____.
4. Newspaper stories, on the other hand, have to be written using the _____ style. This means that the first paragraphs must contain the most important information.
5. One advantage that television news has over news broadcast on the radio is that it includes _____.

Check your answers at the end of the unit before proceeding to the next part.

In this next part of the topic, you will learn more about radio advertising.

Radio Advertising

Radio may be an invisible medium but a radio advertisement is very effective because it is inexpensive, personal, and immediate. Whereas television advertisement is restricted by the amount of money you are willing to spend, radio advertisement is only limited by your imagination. An advertiser may have many different characters, visit far off lands and make up giants and monsters. You only need the raw materials of voice, sound effects and music in order to create an effective advertisement and sell your product.

The advertisements on the radio are for very specific groups of people since the radio stations themselves cater to very specific audience. Radio “narrowcasts” instead of broadcasts. Age groups are targeted and attracted by the station’s music and format. In Papua New Guinea for example, there is a radio station for the youth (NAU FM), a radio station for older people (Legend FM) and many others for specific group of people. Advertisers that use radio can be more certain that their message will directly reach the right kind of listeners.

There are different kinds of radio advertisements.

1. **Straight sell or hard sell** ads use an announcer or salesperson to speak directly to the audience.
2. **Testimonials** can use famous people to endorse the product or it can also use ordinary people who praise the product.
3. **Dramatization** involves the product in some kind of story: a simple plot with a beginning, middle and end. The product is the hero of the ad because it provides solution to the dramatic problem.
4. **Musicals** or jingles aim to fix the product in the memory by using catchy musical phrases. Some people can sign along to their favorite jingle, thus remembering the name of the product.



In order to persuade your listeners to try or buy the product you are advertising, you must follow these basic steps.

1. **Get the idea.** You must have knowledge of your product. Try to find the key selling point of the product, the quality which makes it different from its competitors. The key selling point often will be able to suggest a story.
2. **Use persuasive techniques.**
 - a. **Grab the listener's attention** with a catchy opening line. The first few lines of the advertisement must create a need for the listeners to continue listening and not turn the radio off.
 - b. **Keep the dialogue natural.** Use short phrases and plenty of interjections in order to create the feeling of real life talk.
 - c. **Show the existence of a problem** or need.
 - d. **Give the solution to the problem.** It is at this point that the key selling point of the product is highlighted.
 - e. **Provoke the action** or suggested solution. Convince the listener to purchase the product. A strong finish will leave a lasting impression on the listener's mind.
3. **Use music.** Jingles can be used to end a commercial. Brief snatches of music are also used to suggest settings or amplify moods that can add to the dialogue.



Read and study this radio advertisement for State Bank of Australia "Easy Loans." There are two characters in this advertisement plus an announcer.

State Bank of Australia
"Easy Loans"

- Male 1 : So you finally snapped.
- Male 2 : Yeah
- Male 1 : Why?
- Male 2 : Well it was Friday afternoon, right? The boss gives me one of those long serious looks. Said he wants to see me first thing Monday morning.
- Male 1 : Nice, that...
- Male 2 : Yeah. Gives you a weekend to worry.
- Male 1 : Did you get up early Monday?
- Male 2 : I didn't go to bed...
- Male 1 : Ah.
- Male 2 : All weekend. Got in the car 5 am Monday morning.
- Male 1 : Ready?
- Male 2: I was – but the car wasn't. Wouldn't start...Kept turning it over, tried pushing it. Finally...
- Male 1 : It started?
- Male 2 : I caught the bus.
- Male 1 : Oh good.
- Male 2 : Not good. The bus broke down as well.
- Male 1 : Is that when you snapped?



Male 2 : No, when I got to work...
Male 1 : You got fired?
Male 2 : I got a raise. That's when I snapped. Snapped up a State Bank Easy Loan for a new car.
Male 1 : What did you do with the old one?
Male 2 : I shot it.
Male 1 : You shot the car? You're kidding.
Male 2 : Yeah (*laughs*).
Announcer : Snap up an Easy Loan for a new car from State Bank.

The radio advertisement above is an example of a dramatization. It advertises the "Easy Loan" service of the State Bank of Australia. It highlights how easy it is to get an easy loan from the State Bank, which is the key selling point of the product. It uses a clever technique which is a play on words. The advertisement plays a pun on the word **snap** by having the first character (Male 1) think of snap as **going crazy** while the second character (Male 2) uses the word **snap** to mean **avail of**. The last words of the announcer provoked the action.

After studying about radio advertisements, it is now your turn to write your own radio advertisement.



Learning Activity 11
Follow the guide below in order to write your own radio advertisement.



You have
30 minutes
for this
activity.

1. Choose a product to advertise. _____
2. What is the key selling point of the product?

3. What kind of radio advertisement are you planning to do? _____
4. Use the space on the next page to write the script of your radio advertisement. Indicate any sounds or music you will use within your script.
5. If you can, use a cassette player or the voice recorder function of your mobile phone to record your advertisement. Bring the recorded version of your radio advertisement to your FODE adviser or any teacher for evaluation. The evaluation form is on page 32.

Use this space to jot ideas about your radio advertisement. Use the space on the next page to write your final advertisement.

Radio Advertisement for the product: _____

Characters:



**Radio Interviews**

In order for radio shows to be informative and entertaining, those preparing and radio presenters and journalists must be able to conduct interviews. Here are some guidelines on how to conduct a good radio interview.

1. Setting the context for the one on one interview is the first step in having a conversation that yields an informative or entertaining interview.
2. Do your homework to assure you are fully aware of the interviewee's expertise, background, past interview results, and agenda.
3. Discuss with the guest what you will be speaking about. Give them some sample questions that you will be asking. Never throw out questions that they are not expecting unless you are clear the questions will be welcomed.
4. Make your guest look great. They will want to come back if you present them in a light that makes them look good.
5. Make your guest feel welcome. Pretend that you are inviting them into your "home" and afford them the best hospitality you can. You may want to provide a small token of appreciation, like a copy of your book, coffee mug or other small trinket. Be sure to offer water, sodas, and possibly light snacks.
6. Introduce your guest while being recorded. Say their name, their title, and allow them to respond so the listener can identify the name with the voice. Do this several times during the interview, especially on intros and commercial breaks. Repeat their name and title. Ask them to give you lists of their books or websites so you can say them on air for listeners to refer to.
7. Take the time to prepare for your interview by writing down 10 to 20 relevant questions. Below are some sample questions that work in any interview:
 - a. Tell our listeners what you have been up to?
 - b. Why is that important?
 - c. How can our listeners learn more about...?
 - d. What got you started in this field?
 - e. What have been some of the challenges you face?
 - f. What was the greatest success you experienced?
 - g. How are you helping people...?
 - h. When will you be...?
 - i. Who inspired you to do...?
 - j. Where can our listeners get more information about...?
8. Keep the interview packed and energized. If you feel the energy going down and could not find a way to bring it back up, you have gone on too long. End the interview on a high note, leaving the listener wanting more.

In the next learning activity, you will apply all the things you have learned about radio broadcasting.

**Learning Activity 12**

In this next activity, you will be preparing to interview someone on an interesting topic.



You have 3 hours for this activity.

1. Think of a resource person that you can interview about an interesting topic.
2. Make a list of five to ten questions that you would like to ask your resource person.
3. Arrange for an interview with your resource person. Prepare for the interview by following the guidelines written above.
4. During your interview, pretend that you are doing it as a radio broadcast. If you can, use a cassette player or the voice recorder function of your mobile phone to record your radio interview. Bring the recorded version of your radio interview to your FODE adviser or any English teacher for evaluation.

B. Select a news item from a newspaper and practice reading it in the manner of news broadcasting.

1. If you can, use a cassette player or the voice recorder function of your mobile phone to record your radio news report.
2. Bring the recorded version of your radio news report to your FODE tutor or any English teacher for evaluation.
3. Present your finished recordings of the radio advertisement, the radio interview and the radio news report to a FODE tutor or any English teacher.
4. Use this evaluation form in order to gain feedback on how well you did on this Speaking activity. If a recording is not possible, present it live and let your audience listen to you.

Speaking Activity Evaluation Form

Evaluated by : _____ Designation: _____

Use the following criteria and rate each item by circling:

5 – Excellent, 4 – Very Good, 3 – Neutral, 2 – Poor, 1 – did not fulfil the criteria

Criteria	Radio Advertisement	Radio Interview	Radio News
The topic or subject matter was interesting.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
It is suited to a specific target audience.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
The radio ad, interview or news has achieved its purpose.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
The words are clearly heard and spoken with confidence.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Total marks	/20	/20	/20

Check your answers at the end of the unit before proceeding to the next part.



11.2.2.2 Television News

What is television news?

Although news is often thought to be about the unexpected and “new,” news that appears on television can easily be divided into routine categories. Broadcast of the daily evening news would include one or two stories under these categories. Recall the recent news program that you have watched. Do these categories seem familiar to you? Put a tick on the boxes of those that are familiar to you.

- ☐ a. **Politics** covers the government, politicians and policies of our own nation and those overseas.
- ☐ b. **Business and the economy** features the stock market and the national performance indicators including trade, unemployment, interest rates, inflation.
- ☐ c. **Industrial relations** presents news about unions and management. Because strikes and conflicts make the most sensational readings, they are often the only news from the industrial front.
- ☐ d. The **environment, crime and the law** concerns major crimes against society, grass roots campaigns such as for peace or against climate change. Conflict is an essential ingredient for audience interest.
- ☐ e. **Disasters** appear regularly on the news, most of the time with dramatic pictures or videos.
- ☐ f. **Human Interest** stories concentrate on entertainment rather than information. These stories include celebrities along with extraordinary animals and amazing “believe it or not” stories.
- ☐ g. **Sport** nearly always appear at the end of the news program although occasional stories will make the headline, such as an athlete winning gold for the country in an international competition.
- ☐ h. **International relations** reports are at their most dramatic when they are about wars. Other stories that get featured include foreign aid and diplomatic visits.

How many different categories have you ticked? Do the next learning activity to deepen your knowledge about television news.



Learning Activity 13

Watch news broadcast and fill up this survey form with the different news stories that you have seen.



You have
30 minutes
for this
activity.

As you watch, list down each news headline that you have watched and classify them according to the categories you have read above. The first one has been done as an example.



News Stories on _____ (date)	Category of news
Exchange rate of Kina to Australian and US Dollar	Business and the economy

Check your answers at the end of the unit before proceeding to the next part.

The Advantages of Television News

News programs are very important to television stations because they gather the viewers for the evening. For this reason, all stations try to make sure that their news is the most popular. They try to prove to their audience that the news they offer covers many events, takes advantage of the latest technology, is up to date, is important and is truthful.

One advantage that television news viewers have is that it is possible to get the messages instantly. Another advantage is that it is relatively free or it does not cost much to watch news on television. News that comes on the television is broadcast to a large audience almost instantaneously and it has the ability to put the audience directly at scene of the news through the videos and images that accompany the news report.

The audience believes whatever the newsreader tells them; the rapport between them is total. The newsreader makes direct eye contact with the audience in order to prove that he is giving us accurate and true information.

The Disadvantages of Television News

There are those who attack television as being bad for people. Many different arguments are used against television. The violence shown on television, even on news reports are said to make people behave violently. Television is said to turn the audience's brain into mud, affecting their concentration and their ability to learn. It makes the audience lazy, not just physically but also mentally, robbing them of critical thinking and simply accepting everything as truth.

Lastly, as "gatekeepers" of information, television presents the news based on the agenda of the television station, advertisers or politicians that the television station supports. Since the news presented on television is a result of hundreds of choices: what events to cover,



which people to interview, which images to show, there is no telling whether the truth being presented has been tainted or slanted in order to affect what the audience believe.



Learning Activity 14

A. Based on the information above, list 3 advantages and disadvantages of presenting news on television.



You have
15 minutes for
this activity.

Advantages of Television News

1. _____
2. _____
3. _____

Disadvantages of Television News

4. _____
5. _____
6. _____

B. List

- a. one positive effect of watching news

- b. one negative effect of watching news.

Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: Clauses

A clause is a group of words with its own subject and verb. Clauses add detail to writing and make meaning clearer and more precise. They help to combine ideas and show relationship to each other which makes it easier for a reader to understand what the writer is trying to say.

There are two types of clauses:

1. **Independent clause** - a clause that can stand alone and makes complete sense

Example: The ice cream melted.

Walking is a wonderful exercise.

2. **Dependent clause** – also known as a subordinate clause, the dependent clause cannot stand alone and it does not make complete sense by itself.

Example: because the sun was too hot



That I should do

Read them aloud can help you to distinguish between independent and dependent clauses. You will find that something is lacking in a dependent clause. It simply does not have complete thought.



Learning Activity 15

Identify whether the following clauses are independent or dependent. Write your answer on the space after each number.



You have 10 minutes for this activity.

1. Because the cost of education has been rising. _____
2. Many students have financial problems. _____
3. Often it is necessary to get a part time job. _____
4. Although some students find it difficult. _____
5. Long sleepless nights trying to get an assignment done deplete the students' energy. _____

Check your answers at the end of the unit before proceeding to the next part.

11.2.2.3 Television Documentaries

Documentaries are motion pictures that rely primarily on cinema's power to relay world events. The motion picture was invented at the beginning of the 20th century, a time when there was great growth of popular interest in journalism, picture postcards and lectures by travellers. The motion picture quickly provided the means by which people's desire was to learn about geography and social conditions of the world outside their lives were satisfied.

Some of the first motion pictures showed exotic locations, contemporary events (such as battles or coronations) and unknown cultures (including some early footage of Papua New Guinea). More documentaries were produced than "movies" at this time. This soon changed partly because the production of documentary films is dependent on world events and is therefore more uncertain and more difficult than the fully controlled process of making fiction films in studios. The decline of the non-fiction film was also partly because, after a decade, audiences had had enough of them and wanted more imaginative entertainment.

There are two types of documentary film making: controlled and uncontrolled. Controlled documentaries follow a script or a story board. Some examples are cooking programs where decisions are made ahead of filming about

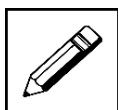


Popular reality television shows in recent years. Image from www.broadway.com



ingredients and the process. Uncontrolled documentaries do not follow any script. They can be very exciting and achieve unexpected results but a lot of film is shot without actually being used.

Documentaries are often shown on television and last half an hour to one hour, though there are some longer documentaries that are shown in cinemas. Popular documentaries or **reality shows** cover the whole range of present day interests. There are programs on cooking, house building, garden construction, collectibles and antiques, changes in lifestyles, bringing up children and wildlife, for example. Many of these topics would not have been shown twenty years ago but television both follows and controls public taste in entertainment.



Learning Activity 16

Answer these questions about television documentaries.



You have
10 minutes
for this
activity.

1. According to the passage, what desires of human natures were satisfied by motion pictures?

2. What did the first motion picture show?

3. What were the reasons for the decline of the documentary film in its early days?

4. What is the advantage of an uncontrolled documentary?

5. How long does a television documentary last?

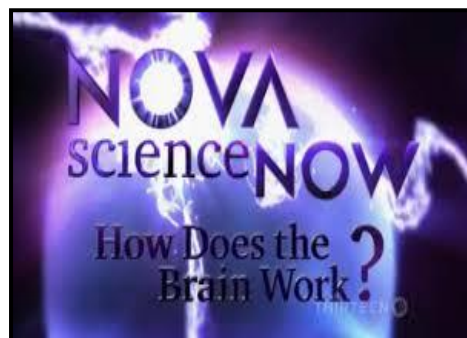
Check your answers at the end of the unit before proceeding to the next part.

Examples of Television Documentaries

Here are some examples of television shows that feature documentaries, mostly from the United States's PBS or Public Broadcasting System network.

1. **Frontline**— The best hour on television, and the best documentaries produced today. Frontline is a weekly one-hour series that airs on Public Broadcasting System, and that has, over the past two decades, provided over 300 long-form documentaries on various subjects, including politics, society, and personal stories.

2. **Nova**— Nova, a science-focused documentary series on PBS, represents how documentary programs can be important to well-being of a society. In an era where belief in the paranormal is strong and growing, Nova stands as a program that promotes the scientific method, and solves the unexplained by searching for truth. Let not the thoughts of high school science classrooms turn you off to this series, because Nova feels more like an adventure than any classroom lecture. Whether it is addressing how the pyramids were made, obscure mathematical formulas, or the extinction of the dinosaurs, Nova makes the subjects interesting, and yes, they make science interesting.



One of the episodes of the science documentary Nova. Image from www.dailymotion.com

3. **P.O.V.** — A summer series on PBS, P.O.V., an abbreviation of the words Point of View, shows documentaries that are produced entirely independently, and not within the PBS system. This distinction allows for a considerable number of diverse films to appear on PBS that would otherwise be unlikely to find an audience on PBS or any other national audience broadcast. P.O.V. has shown some of the best theatrical documentaries, such as **Roger and Me** and **Hearts of Darkness**, but it primarily shows documentaries from independent filmmakers that would otherwise not have the ability to get their films to an audience. Many of the films are very personal in their focus, but most of the films will appeal to any fan of documentaries.

In Papua New Guinea's EMTV channel, the show **Tok Piksa** can also be categorized as a documentary although it is a current affairs program. It combines interviews, film footage and narrations in order to present its issue.



In a recent 2014 episode, Tok Piksa tackled a burning issue about urban development in Port Moresby. Below is the description of the episode.

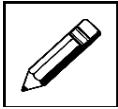
"Rapid urbanisation calls for major changes in the way in which the urban development is designed and managed. It has the potential of bringing wealth and welfare to the large populations, but it also runs the risks of increasing inequalities and the unsustainable use of resources.

In the National Capital District, it is said that there is no more available state land and people are now buying traditional land in and around Port Moresby. This leads to standards being compromised, with some people living in private housing conditions with lack of access to basic services like water, sanitation, waste management, durable housing and sufficient living areas.

The scarcity of state land has also brought about major eviction exercises, where entire communities have been forcefully removed to make way for development. These communities have been forced out onto the streets with nowhere to go.



The episode includes a video of what the Paga Hill Development Company has done in resettling people instead of evicting them. Using its own funds, it bought traditional land at Six Mile and resettled an entire community comprising of about 130 families. The company's efforts captured in this film earned itself a placement in this year's United Nation's film festival, mainly for its humanitarian values."



Learning Activity 17

Brainstorm and give five examples of topics that a television documentary can feature.



You have
5 minutes for
this activity.

1. _____
2. _____
3. _____
4. _____
5. _____

Check your answers at the end of the unit before proceeding to the next part.

11.2.2.4 Film Genres

What types of movies do you like? If your answer is **action-packed** or **romance** or **comedy**, you are actually referring to the **genre** of the movies that you enjoy watching. Genre is the term for any category of literature or other forms of art or entertainment, for example, music, whether written or spoken, audio or visual, based on some set of stylistic criteria. Genres are formed by conventions that change over time as new genres are invented and the use of old ones are discontinued. Often, works fit into multiple genres by way of borrowing and recombining these conventions.

Film, like literature, can also be classified into genres. Here are the major genres of films. This list is not complete as some genres are combined to form another type of film. Some examples are also included in the explanation for each. As you read, think of the movies that you have watched that can fit into the description of the genre.

1. **Action** – The protagonist of action movies usually takes a risky turn, which leads to desperate situations including explosions, fight scenes, daring escapes, heroism, fights involving guns, swords or karate moves, horseback action or any destructive forces of nature. In these movies, there is usually a fight between the good guys and bad guys, such as the **James Bond** or **Rambo** movies.
2. **Adventure** – Movies in this genre are about protagonists who journey to epic or distant places to accomplish something. They are similar to action films but the action may be less and more weight will be given to experiences. **Indiana Jones** movies belong to this category.
3. **Comedies** – are stories that tell about a series of funny or comical events, intended to make the audience laugh. They are loved by young and old for the feel good



content. A comedy can be based on innocent humor, exaggerations, facial expressions or downright crude jokes. Movies of **Mr. Bean** and **Mr. Bones** belong to this genre. A classic comedy film that you may have watched is **Gods Must Be Crazy**.

4. **Crime and Gangster** films – Such films trace the lives of fictional and true criminals, gangs or mobsters. **Goodfellas**, **The Godfather** and **Gangs of New York** are example of this genre. Serial killer films may also be included here like **Zodiac**.
 5. **Drama** – Dramatic themes such as alcoholism, drug addiction, infidelity, moral dilemmas, racial prejudice, religious intolerance, sexuality, poverty, class divisions, violence against women and corruption put the characters in conflict with themselves, others, society and even natural phenomena. Drama is one of the broadest movie genres and includes subgenres such as romantic drama, sport films, period drama, courtroom drama and crime. Examples of drama are **Schindler's List**, **Broke back Mountain** and **Good Will Hunting**.
 6. **Epics/ Historical** – An epic involves elements like war, romance and adventure. The sets are created carefully to reflect the time period. **Ben Hur** is a classic example. Historical movies tend to pay homage to a legend or hero, like the films **Brave heart** or **Dances with Wolves**. Biblical epics like **The Ten Commandments**, **The Nativity** and **Passion of the Christ** are a sub-genre of this type of films.
 7. **Horror** – is told to deliberately scare or frighten the audience, through suspense, violence or shock. These films expose our fears and give rise to nightmares. For some, horror films provide catharsis but others can barely sit through a movie, due to the violence and gory scenes. Supernatural beings haunt the living in films like **Annabelle** and **The Conjuring** while humans kill other humans in **Friday the Thirteenth** and **Halloween** movies.
 8. **Musicals/ Dance** – These are entertaining films that are based on full scale scores or song and dance. Some dialogues may be present but the story of the film is better told when the characters are singing. They can either be delightful, light-hearted films for the whole family like **The Sound of Music** or contain a dark aspect like **Sweeney Todd Demon Barber of Fleet Street**, that is explored through music. You may have seen the **High School Musical** or **Step Up** films that belong to this category.
 9. **War** – These are very true to real life and often depict the waste of war. Attention is given to acts of heroism, the human spirit, psychological damage to soldiers and the pain of families waiting at home. **Flags of Our Fathers**, **Pearl Harbor**, **Saving Private Ryan**, **Thin Red Line** and **Zero Dark Thirty** are examples of films in this genre.
 10. **Westerns** – This genre is central to American culture and to its film industry. They speak of the days of expansion and the trials with Native Indians. The plots and characters are very distinctive. Movies of John Wayne are mostly Western where he plays a cowboy. The recent remake, **The Lone Ranger**, can be classified as a Western.
 11. **Animation** – Films in this genre can be "cell animation", where a cartoon is drawn by hand. Each drawing or painting is a different frame of animation, and when they are flipped or put in sequence at the right speed, they give the illusion of movement. Examples are **Beauty and the Beast** and **Spirited Away**. It can also be stop-motion animation that are made with small figurines or other objects that have their picture taken many times in order to provide the animation frames.
-

Examples are **The Nightmare Before Christmas**, **Coraline**, and **Corpse Bride**. The third sub-genre of animation is Computer-generated imagery (CGI) where models of characters or props are created on the computer. Examples are **Up**, **Wall-E** or **Toy Story**.

12. **Romance** – the story of movies in this genre involves chivalry, adventure and love, mostly about a character's relationships, or engagements that deal more about character development and interpersonal relationships rather than adventure. Romance films feature the mutual attraction and love of a man and a woman as the main plot and mostly have a happy ending although some do not. This genre is easily and commonly seen combined with other genres, such as comedy, also called rom-com, fantasy, realistic or action-adventure. **Titanic** was a very popular romantic film. Other examples are **The Vow**, **The Notebook** and **Romeo and Juliet**.
13. **Science Fiction or Sci-Fi** – Films in this genre use scientific understanding to explain the universe that it takes place in. It generally includes or is centred on the presumed effects or ramifications of computers or machines; travel through space, time or alternate universes; alien life-forms; genetic engineering; or other such things. The science or technology used may or may not be very thoroughly elaborated on; stories whose scientific elements are reasonably detailed, well-researched and considered to be relatively plausible given current knowledge and technology are often referred to as hard science fiction. The **X Men**, **Alien** and **The Terminator** film series are examples of sci-fi films.

Now that you have read about some genres of films, do the next learning activity.

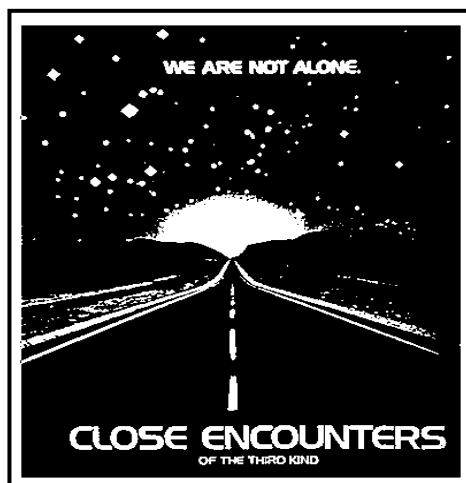


Learning Activity 18

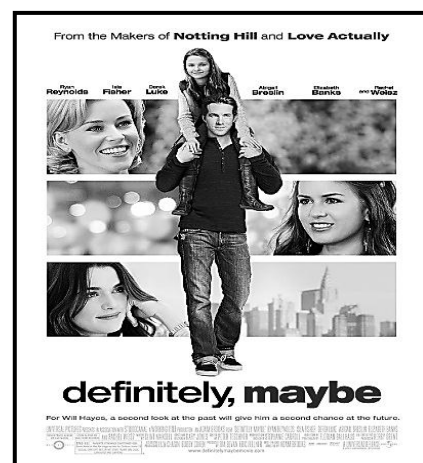
Study the posters of films and identify the genre where they belong. Write your answers on the spaces provided.



You have
10 minutes
for this
activity.



1. _____



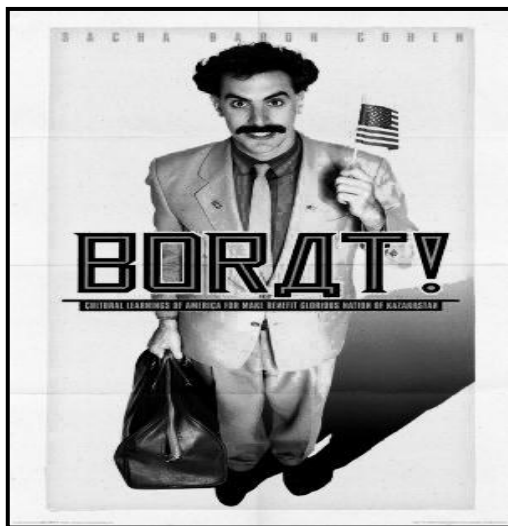
2. _____



3. _____



4. _____



5. _____



6. _____

Check your answers at the end of the unit before proceeding to the next part.

11.2.2.5 Film Scripts

Almost everybody loves watching movies. A movie is a story that is told through pictures and sound. In addition to words, movies use images, scenes, music and sound effects to tell their stories. What we see on the screen is a product of collaboration of many people: the director, producer, writer, actor and crew. But, before a movie can be made, the film script has to be written.

The film script is neither a novel nor a play but combines elements of both. It is a story told through the dialogue of the characters and the description of the scene in the movie.



Movie poster of **Thelma and Louise** from imdb.com



Read this excerpt from the film script of the movie “Thelma and Louise” written by Callie Khouri.

The story revolves around two friends, Thelma and Louise, who went on a road trip, committed a murder, went on a crime spree and then drove their car to crash on the Grand Canyon as police cars chased after them. The excerpt of the screenplay below happens after the climax of the story just before the ending. Thelma and Louise are in a car, driving, silent under the spell of the night.

As you read the excerpt, be aware of the layout of the film script. Some explanatory notes can be found at the end of the excerpt.

INT. CAR-NIGHT¹

Thelma is sipping on a little Wild Turkey²

THELMA³

Now what?⁴

LOUISE

Now what what?

THELMA

Oh, I don't know Thelma. I guess maybe we could turn ourselves in and spend our lives trading cigarettes for mascara so we look nice when our families come to visit of Saturdays. Maybe we could have children with the prison guards.

LOUISE

I'm not suggestin' that! I'm not goin' back. No matter what happens. So don't worry about me.

Louise speeds up

Thelma hands Louise a little bottle of Wild Turkey and she drinks it down. Thelma has one too.

THELMA

Can I ask you kind of a weird question?

LOUISE

Yeah.

THELMA

Of all the things in the world that scare you, what's the worst thing that scares you the most?

LOUISE

You mean now or before?

THELMA

Before.



LOUISE

I guess I always thought the worst thing that could happen would be to end up old and alone in some crummy apartment with one of those little dogs.

THELMA

What little dogs?

LOUISE

You know those little dogs you see people with?

THELMA

Like a Chihuahua?

LOUISE

Those, too, but you know those little hairy ones? Those flat-faced little f**** with those ugly god***** teeth?⁵

THELMA

Oh yeah. You mean peek-a-poos.

LOUISE

Yeah. Those. That always put the fear of God in me. What about you?

THELMA

Well, to be honest, the idea of getting old with Darryl⁶ was startin' to get to me.

LOUISE

I can see that.

THELMA

I mean look how different he looks since high school. It's bad enough I have to get old, but doin' it with Darryl around is only gonna make it worse. (quieter) I mean, I don't think he's gonna be very nice about it.

LOUISE

Well, now maybe you won't have to.

THELMA

Always lookin' on the bright side aren't ya?



EXT. MOONLIT DESERT HIGHWAY – NIGHT

They are driving through Monument Valley. The T-Bird speeds through the beautifully moonlit desert. It is almost like daylight.

MONTAGE⁷ of silhouettes of cacti, huge rock formations, desert beauty shots etc.

INT. CAR – LOUISE AND THELMA'S POV⁸ THROUGH THE WINDSHIELD – NIGHT

The sky is bright and expansive and road goes on forever.

THELMA

This is so beautiful.

LOUISE

Gosh. It sure is.

THELMA

I always wanted to travel. I just never got the opportunity.

LOUISE

Well, you got it now.

They both look forward for another moment. And then, at the same time, they look at each other, each taking the other one in completely, in this moment.

They're saying everything to each other in this moment, but their expressions don't change and they don't say a word. MUSIC plays on the RADIO⁹

- Callie Khourie, "Thelma and Louise

¹**INT or EXT** indicates whether the scene is shot inside (interior) or outside (exterior). It also identifies the location, time and what the audience sees in the scene (either night or day). These locations indicate a change in the scene or position of the camera when the movie is being made.

²**Stage Direction** indicates what the characters are doing.

³The **speech tag** indicates the name of the character who is about to speak. It is set on the centre of the page written in all capital letters.

⁴ **Dialogue** is what the character says. They are indented or written further to the right of the stage direction. Sometimes enclosed in brackets are directions on how to say the lines.

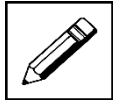
⁵Some curse words are included in the lines.

⁶Darryl is the name of the character who plays Thelma's husband.

⁷Montage is a series of shots strung together.

⁸POV means Point of View.

⁹Sound effects are written in all capital letters.

**Learning Activity 19**

Answer the questions about the structure and content of the screenplay above.



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

1. As with play scripts, some words in a film script also use colloquial language. Can you find an example of them in this screenplay?

2. What feeling is created by the scenery in the montage? Why do you think the script writer chose to show these scenes?

3. Imagine what happens to Thelma and Louise when the police finally catches them. Fill in the missing portions of dialogue in a scene where Thelma and Louise confronts the police. Write your answers on the spaces below.

EXT. HIGHWAY. NIGHT

SIRENS are blaring as the police cars block the T-bird. Thelma and Louise stopped the car

POLICE OFFICER

LOUISE

What are we going to do now?

THELMA

Both Thelma and Louise start to open the door. Thelma opened her hand bag and touched the hand gun she was hiding inside.

POLICE OFFICER

THELMA

(pointing the gun at the police officer)

LOUISE

They scrambled back into the car, Louise in the driver's seat, Thelma still pointing the gun at the police officer. The T-bird reverses and hurriedly drives away from the police car.



Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: Using Clauses to Enrich Sentences

One way to add description and detail to a sentence is by using an adjective clause. An **adjective clause** is a subordinate clause that modifies a noun or pronoun by telling what kind or which one.

Most often, an adjective clause begins with one of the relative pronouns: **that, which, who, whom** or **whose**.

Example: Anyone who remains calm will probably be good in an emergency.

I finished reading the book that our teacher assigned for the module.



Learning Activity 20

Underline the adjective clauses in each of the following sentences.



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

1. The student whom Mr. Kelly chose was first in her class.
2. I lost the shirt that Mom gave!
3. Our village ceremony, which lasted for two hours, was enjoyed by everyone.
4. My father works in an office where betel nut was banned.
5. The position that I applied for was already filled.

Check your answers at the end of the unit before proceeding to the next part.

11.2.3 WRITING WORKSHOP 2

In this part of the unit, you will be exploring the different techniques and conventions of writing in the media. Persuasion tools and news writing and editing as well as reviews will be discussed in the succeeding pages.

11.2.3.1 Persuasive Writing

The media treat and present issues in a wide variety of ways, some factual and straightforward while others are subjective and untrustworthy. Letters to the editor, for example, is a way for the letter writer to communicate to a wide audience his or her thoughts and opinions about a certain issue. In some other cases, the media will present a point of view with the purpose of persuading the audience.

Persuasive writing is encountered every day. Whether it is the radio announcer telling listeners why they should keep listening to his station, a magazine article on a reader's favourite rock star, or even the President of the United States giving the State of the Union address, persuasive writing plays an important part in everyday life. Persuasive writing is



writing which aims to influence and sway one's beliefs through arguments. The ability to persuade others to your point of view is an invaluable asset. Below are some of the tools a writer can use in order to persuade.

Language Tools of Persuasive Writing

1. **Loaded or emotive language** – Words are labels for things and ideas. Some words can make the subject sound good while other words can make it sound bad. For example, a self-confident person can be described as assured or arrogant, proud or big headed. Language can be coloured in this way to give the writing some appeal or emotional clout.
2. **Rhetorical questions** – This is a question that is asked to which there is only one answer: the answer which agrees with the argument of the writer. For example:
Is the Bank of PNG tightening the noose on foreign exchange transactions?
Financial institutions have advised customers that they can only send K25, 000 or less abroad.
- **The Drum, Post Courier, 19 January 2016**
3. **Repetition** – This is the use of the same word or words again and again to drive the message home. In the example below, the words **every year** is repeated for effect. Every year in towns and settlements, violence of all forms are being perpetrated against women and the defenseless. And nearly every year innocent tourists are being abused, mugged and raped in our shores.
- **Yu Tok, Post Courier, 19 January 2016**
4. **Exaggeration** – It is sometimes called hyperbole where an idea or its supporters are shown in an extreme way. For example:
Think of terrorism in the world. What are the world leaders doing to stop it? Nothing. All they are doing is encouraging it to happen more.
- **Quick Thoughts, Post Courier, 19 January 2016**
5. **Emotional Appeal** – Sometimes the writer will be bold and make a direct play for the readers' feelings. For example: I appeal for all of you to place ourselves in the other people's shoes before your punch, kick or abuse them. Ask yourself what if this is done to you.
- **Police Commissioner Gari Baki, The National, 19 January 2016**
6. **Use of authorities, experts and witnesses** – It is a traditional way of getting people to accept that your argument is the truth because people in authority or experts say that it is the truth. For example:
"I can confidently say that is because we have projected that the total tax revenues from mining and petroleum this year will only amount to K260 million (two per cent of 2016 total revenue) compared with K1.9 billion the government received in 2011," Treasurer Pruaitch said. He added that decisive action in dealing with a looming deficit last year has ensured the 2016 national budget remains realistic despite worsening global economic conditions.
- **The National, 19 January 2016**



A variation of this is the use of witnesses or people who were there. Their claim to rightness is not professional but personal; they saw it, or experienced it and therefore can be trusted. For example:

I am a parent who is very concerned about the PNG Government, especially the Office of Higher Education adjusting the PNG University of Technology HECAS pass mark from 65% to 68% GPA. This was done without the knowledge of students and maybe the Unitech admissions office too.

- Chris, Letters, The National, 19 January 2016

7. **Use of Statistics and Research** – With research, it is very important to know who did it and whether they are a “respectable” source. A university or government body, or professional speaking in his or her field of expertise, is a good source. On the other hand, advertising surveys or unnamed sources are not very impressive. For example:

Andrews said as part of the police modernization programme, police had plans to establish a highway patrol based along major highways to ensure safety and security of commuters. “Eighty percent of our people are in the rural areas and they rely heavily on roads and main highways.”

- The National, 19 January 2016

Take a deep breath and complete the next learning activity.



Learning Activity 21

A. Define the following vocabulary words from the explanation above. You may consult a dictionary.



You have
20 minutes for
this activity.

1. arguments - _____
2. clout - _____
3. mugged - _____
4. revenue - _____
5. deficit - _____

B. Read the following extracts from a persuasive essay with the title “Forest murders most foul” by Seaton Ashton. Identify what kind of tool of persuasive writing is used in each item. Write your answers on the spaces provided.

1. Trees do scream, you know. And when those loggers move into an old forest for a chainsaw massacre the agony and shrieking makes angels weep.

2. Across the nation, there only remains about two percent of the living land now shaded by forest which has never been cleared for logging. _____



3. At last, at last! We had an apology from a Japanese gentleman. At last, after so many of our forests have been desolated. _____
4. Just imagine a pile of woodchips totaling nearly one million tonnes in volume. And that represents just one current contract for North Forest Products, Bell Bay, to fill by December 31, 2003. _____
5. With its trunk severed from its “vitals” still clinging deep underground to mother earth, the giant lies bleeding its vital juices. Then comes the move to the dark satanic timber mill. _____

Check your answers at the end of the unit before proceeding to the next part.

Persuasive Writing in the Media: Letters to the Editor

One way to let people know how you feel about an issue is to write a letter to the editor. Almost every newspaper has a letters page, which usually appears of the same page as the editorial. Letters to the editor are written by members of the public, usually in response to a previous article.

A letter to the editor, therefore, expresses an opinion and attempts to persuade others to accept that opinion. It begins with an opening statement. This statement will either mention the issue being commented on or acknowledge the opposite view if the letter to the editor is a response to a previous letter. The next sentence will then express the opinion of the letter writer.

The body of the letter to the editor will persuade the reader to side with the letter writer. Using various techniques such as emotional appeal, facts and opinions, statistics and use of authorities and witnesses, the arguments will be presented. A strong concluding statement will complete the letter.

Steps in Writing a Letter to the Editor

1. Write your return address, flush left, about one inch from the top of the page. and add the date. Two lines below, enter the editor's name, title, newspaper name and then the address on separate lines. Skip another two lines and begin with your salutation of "To The Editor" or "Dear Mr." and then the person's name.
2. Type "Dear Editor" near the top of the screen for an emailed letter. If you intend to email the letter to the newspaper website, you need not include your return address, date or the addressee's information since the website will request that you complete a form with your contact information.
3. State clearly and simply the reason that prompted your letter. You may react to anything you read in the paper within the past couple of days or comment on how you believe the newspaper covered the story. You may want to state your opinion about an event or how the newspaper reported about it. You may also write to the editor about an oversight, such as a story that you wanted reported but went ignored.



4. Compose the final paragraph, discussing what you believe will happen or what you want to happen. Keep both paragraphs short and focused because newspapers have limited space, and editing occurs for many letters accepted for publication.

5. Skip two lines after the final paragraph and write your name, city and state. Letters to editors need no formal closing salutation such as "Yours truly" because of space constraints. You may choose to remain anonymous but understand that letters from unnamed writers do not interest editors as much as those by writers willing to reveal their identities.

It will now be your turn to write your letter to the editor on a given issue. Use the tools of persuasive writing discussed on pages 51- 52.



Learning Activity 22

Read the newspaper article below and write a letter to the editor as a response to the issue presented. Be very clear whether you agree or disagree with the issue and use persuasive techniques in order to persuade the readers to agree with you.



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

Girl's relatives want K320, 000

More than K320, 000 was demanded by relatives yesterday as compensation for the death of a girl in Port Moresby. The girl, from Southern Highlands, was run over by a semi-trailer belonging to Port Moresby Transport on Friday last week and died instantly.

She was ten years old and the eldest in her family. More than three hundred of the girl's relatives living at the Erima Settlement met with the General Manager of the Port Moresby Transport at the company's head office in Badili and handed their petition. The total amount of compensation sought is K320, 940. This amount includes airfares to fly the body and the parents to Tari and other expenses relating to the funeral. Also included in the compensation claim are monies owing to the parents the girl should have paid back. These cover education expenses, the expected annual salary had she worked and her bride price.

In receiving the petition, the General Manager of Port Moresby Transport, Mr. Phil Lupton, said that he was saddened by the girl's death and would help the people in claiming for compensation. He told the Southern Highlanders to get a court order and then make their claim to the Motor Vehicle Trust. He said they would get what they wanted within seven days.

-News report, Post Courier, 20 April 1988

1. In order to write your letter to the editor, construct your outline below.

A. 1. Main issue: _____

2. My opinion: _____

B. My arguments:

1. _____

2. _____

3. _____

C. My concluding statement:

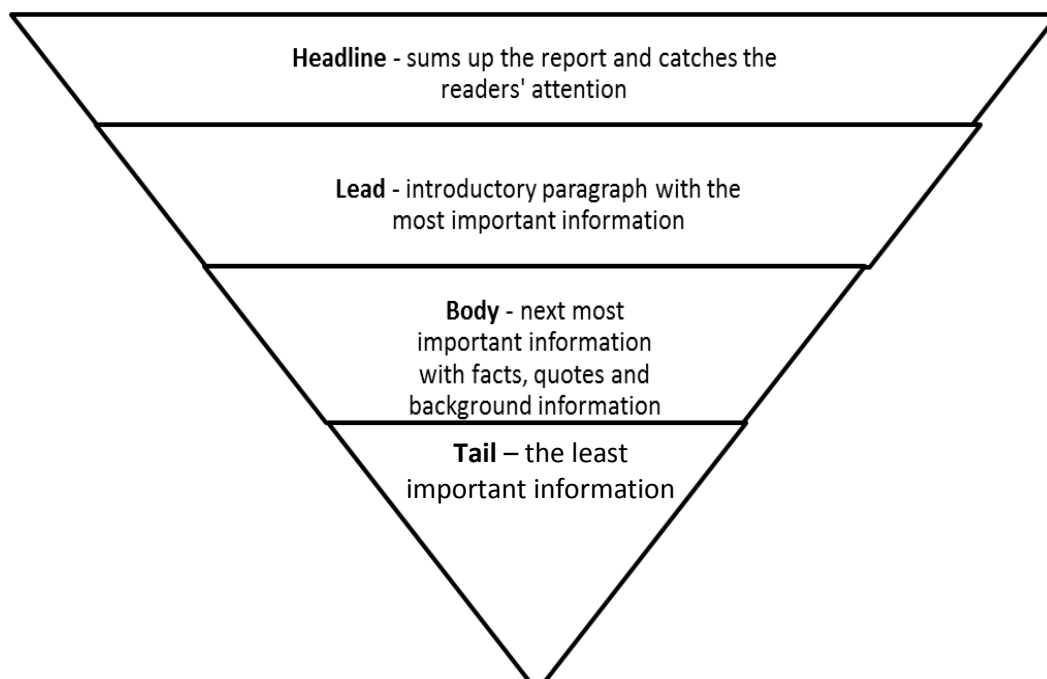
2. Write your letter to the editor on the space provided.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

News reports use doing verbs usually in the **past tense**. Direct speech is enclosed in quotation marks. Indirect or reported speech is also used. Paragraphs in the body of the news report are short, around 25-30 words. Often they are made up of only one sentence. Reports are often accompanied by a photograph, usually of the event or the people involved in it. Captions explain the photograph.

The framework of the news report may be either the **inverted pyramid** or the **chronological order**.

The **inverted pyramid (fact story)** places details of the story according to decreasing importance. The reader may stop at any point in the story and he will not miss a fact more important than anything he has already read.



A news story is seldom limited to one feature or one incident, but is made up of several related incidents. A complex news story involving several incidents may adopt several patterns, depending on the lead. These patterns are guided by the purpose of the body to elaborate minor details not presented in the lead.

The **chronological order (action story)** is less common than the inverted pyramid. However, some incidents call for the chronological order because of their emphasis on movement. After the lead, the events are told as they happened. Stories that usually follow this pattern are games, fires, accidents – stories with strong narrative elements.



order.

Read the following news stories. The first is an example of the inverted pyramid while the second is an example of the chronological order.

Schools Fees Hiccup

By Shiela Malken

Schools around the country are yet to receive the final batch of the K605 million allocated last year as the tuition fee subsidy, an official has confirmed.

Finance Department Deputy Secretary Stephen Nukuitu told **The National** that the final allocation of subsidies for Term Four was deliberately held back because schools were closing for the year. "There was an agreement between the Department of Education and the Department of Finance to hold back the K49.6 million (Term Four portion) because schools were closing down."

"The K49.6 million was put forward this year and was released last week and should reach the school's accounts by now."

Education Department Acting Secretary Dr. Uke Kombra also confirmed that "The money was released late last year but was held back because the schools were closing up for their Term Four holiday."

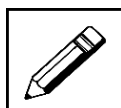
- **The National, 19 January 2016**

WBC Heavyweight Title Bout

BROOKLYN, New York: Deontay Wilder retained his World Boxing Council heavyweight title for the third time with a chilling one-shot knock out of game Artur Szpilka in Round 9 of their competitive bout in on Saturday in Brooklyn, New York. Wilder (36-0, 35 knockouts) overcame a shaky start and a strong mid-round surge from the Polish challenger, who took some hard right hands and uppercuts but was able to land jabs and cuffing lefts while backing the American title holder up occasionally.

Wilder, 30-year-old puncher from Alabama who won the WBC belt one year ago, landed hard shots in Round 6, 7 and 8, but the 26-year-old southpaw seemed to be in control in Round 9 before Wilder lowered the boom. Wilder landed a monster right cross as Szpilka lunged in while loading up with a left and the challenger never knew what hit him. Szpilka was laid out flat on his back where he was counted out by referee Michael Griffin and remained for a couple very intense minutes.

- **The National, 19 January 2016**



Learning Activity 23

A. Match the headlines below with the corresponding lead paragraphs. Write the letter of the headline on the space provided.



You have
20 minutes
for this
activity.

- A. Ballet company finds balance
- B. Koizumi stars in Tokyo showcase
- C. Bitter rivalry



- D. Be a rock star for the price of a bomb
- E. Sick children rise to Kidman's shine
- F. Peres and Arafat plan weekend talks

- _____ 1. The coaches insist it's just another game. The players mouth the same clichés. Don't believe a word of it. Over the next two days around the nation, scores will be settled and old wounds reopened. The battle will be for four points and – for several clubs – the chance to play finals football.
- _____ 2. With Israel tanks and troops occupying parts of four West Bank towns last night, Israeli Foreign Minister Shimon Peres and Palestinian leader Yasser Arafat announced plans to meet at the weekend, the first high level contacts since the incursions began.
- _____ 3. Junichiro Koizumi lived up to his reputation as a radically different and entertaining Japanese prime minister during his hour-long meeting with John Howard in the official Tokyo residence yesterday.
- _____ 4. They represent three generations of Australian rock of the eighties, the nineties and now. But they all agree on one thing – the song has changed.
- _____ 5. Artistic director of the Queensland Ballet Francois Klaus spoke with characteristic passion yesterday when he told guests at the Season 2002 launch that "to be in Brisbane right now is to be in the right place at the right time."
- _____ 6. The last time we saw Nicole Kidman, she was canning her way down the red carpet for the glitzy Australian premiere of the musical Moulin Rouge.

B. Define the following words. You may use a dictionary for this activity.

7. heavyweight - _____
8. jab - _____
9. lunge - _____
10. incursion - _____

Check your answers at the end of the unit before proceeding to the next part.

Steps in Writing a News Story

An effective way of writing the news story is to write simply and naturally. In order to write a news story with an inverted pyramid structure, follow these steps.



Steps in Writing a News Story	For example:
1. Write a summary	PNG Schools have not received their fourth quarter TFF money at the end of the 2015 school year. This was confirmed by a Department of education official and the acting Department of Education secretary.
2. List the facts according to their descending importance (from the most important to the least important)	1. schools did not receive their TFF money last year 2. they will receive the money at the beginning of this year 3. they did not receive it because schools were closing 4. this was confirmed by the acting Education Secretary
3. Dig out the lead facts - what are the answers to the five w's (who, what, where, when, why) and one h (how) questions?	Who: Schools Where: around Papua New Guinea What: TFF money When: 4 th quarter of 2015 Why: schools were closing down at the end of the year How: it will be put in their accounts
4. Write out several versions of your first paragraph – or your lead.	
5. Write out the story according to the sequence in step 2.	
6. Review your news report. Make sure that all the details are clear and accurate, and that no personal opinion or bias is stated in the news report.	
7. Edit your story if necessary.	

With the characteristics of a news report and the guidelines in writing a news report in mind, you can now write your own news report.



Learning Activity 24

Study the facts inside the box. Decide which facts should be included in the lead, in the body and in the tail of your story. Write out the full news report on the space provided.

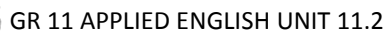


You have 20 minutes for this activity.

- facilities at the satellite towns of Kokopo, Mt. Hagen, Wewak and Milne Bay are also ready by end of the month.
- Mr. Kondra said that even though only 2 out of 22 provinces have set up their traditional and cultural houses at the 5th Melanesian Arts Festival site at Waigani, 15 provinces responded positively to send their groups.
- PNG is ready to host the 5th Melanesian Festival of arts in 50 day's time, Culture and Tourism Minister Boka Kondra told Parliament yesterday.
- All operations will be ready by May 29 when the site will be commissioned and ready for use
- Delegations from Indonesia, West Papua, Timor-Leste, and Thursday Islands will join Melanesian nations Solomon Islands, Vanuatu, Fiji and FLNKS in Port Moresby to showcase their culture and traditions.

Headline: PNG ready to host festival (News Report from The Post Courier, May 9, 2014)

Write out the full news report on the space below.



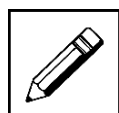
**Grammar Review: Past tense and Present tense**

The past time can be expressed in seven different forms. Study the table below which illustrates the seven forms that show actions and conditions beginning in the past.

Simple Past	She spoke.
Present perfect	She has spoken.
Past Perfect	She had spoken.
Past Continuous	She was speaking
Present Perfect Continuous	She has been speaking.
Past Perfect Continuous	She had been speaking
Past Emphatic	She did speak.

Present time can be expressed in three forms: the basic form, the continuous form and the emphatic form.

Simple Present	She speaks.
Present Continuous	She is speaking
Present Emphatic	She does speak.

**Learning Activity 25**

Re-write the following present sentences into past sentences. Write your answer on the space after each item.



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

1. My brother is picking up Father at the station.

2. I hear loud noises next door.

3. My old aunt walks to town almost every morning at the same time.

4. The members of the club are raising funds through many different activities this Year.

5. I jog three miles this morning.

Check your answers at the end of the unit before proceeding to the next part.



11.2.3.3 Copy Reading

A news report or article written by a reporter for publication in a newspaper, magazine or even online is called a **copy**. Every piece of copy has to pass through a copy reader or a copy editor before it is sent to press. Copy reading is the process of checking both the content and the form of a copy.

To check content, a copy reader does these:

1. check the facts deletes irrelevant or improper material.
2. improve the copy's news value
3. expand or reduce copy.
4. guard against criticisms on ethics and good taste.
5. write or check headlines.
6. ensure that the copy does not include any personal opinion or bias.

For the copy reader to check the form, he or she has to:

1. correct errors in grammar, spelling, punctuation, usage and organization.
2. make copy simple and clear.
3. make copy conform to the paper's style.
4. polish and improve the style of writing.

A copy reader, in order to be effective would need these particular materials.

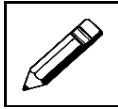
1. **Dictionary** – This is a good source of spelling conventions. It provides information about correct word usage. It also provides information about how the word evolved can also help the copy reader understand the use of the word better.
2. **Stylebook** – This outlines accepted convention for spelling or abbreviating words, punctuating sentences, citing sources. It is best to remember that specific organization has their own style.
3. **Thesaurus** – This contains synonyms and antonyms helping you find the appropriate word to use in a specific context
4. **Book of idiomatic expressions** – This can be used to check whether idioms were used or expressed correctly.
5. **Almanacs, encyclopaedias or fact-finders** – These are handy references if you want quick answers to questions about facts included in the material. The copy reader also marks the copy for the printer. This means that before printing, a copy reader has to indicate through accepted symbols that he or she has read and corrected the copy to be ready for final printing. The copy reader has a specific set of symbols in order to indicate corrections. Here are some symbols.



Here are some examples of copy reading symbols and their meanings.

Symbol	Meaning	Example
	Delete	Remove the end fitting.
	Close up	The tolerances are with <u>in</u> the range.
	Delete and Close up	Delete and close up the gap.
	Insert	The box is ^{not} inserted correctly.
	Space	The procedure is incorrect.
	Transpose	Remove the <u>fitting</u> <u>end</u> .
	Lower case	The E ngineer and manager agreed.
	Capitalize	A representative of <u>nasa</u> was present.
	Capitalize first letter and lower case remainder	G ARRETT P RODUCTS are great.
	Let stand	Remove the battery ^{stet} cables.
	New paragraph	The box is full. The meeting will be on Thursday.
	Remove paragraph break	The meeting will be on Thursday. ¶ ^{no} All members must attend.
	Move to a new position	All members <u>attended</u> <u>who were new</u> .

	Colon	There were three items /, nuts, bolts, and screws.
	Comma	Apply pressure to the first second and third bolts.
	Hyphen	A valuable by product was created.
	Spell out	The <u>info</u> was incorrect. sp
	Abbreviate	The part was <u>twelve</u> <u>feet</u> long.
	Align	Personnel Facilities Equipment
	Underscore	The part was listed under <u>Electrical</u> .
	Run in with previous line	He rewrote the pages) <u>and went home.</u>
	Em dash	It was the beginning so I thought. <u>M</u>
	En dash	The value is 120 <u>408</u> . <u>N</u>
	Set in italics	The book was titled <u>Technical Writing Styles</u> . <u>ital</u>
	Set in bold	This is the <u>only</u> time we can offer this price. <u>bf</u>

**Learning Activity 26**

A. What tools/ references/ sources will you consult if you encounter the following problems? Explain why each tool will be useful for each situation. Write your answer on the table below.



You have
15 minutes
for this
activity.

1. You noticed that the reporter used the same word in three consecutive sentences.
2. The reporter used a word you are familiar with, but you are not sure whether he used it correctly.
3. You are not sure whether you should spell out a number or use Arabic numbers in the sentence. (for example 9 or nine)
4. The writer has enumerated the planets of our solar system according to distance from the sun, but you are not sure if the author did this correctly.
5. The author wrote this sentence: Dr. Kipa is *conversant* in three languages: Japanese, Motu and English. You are not sure if this is the right word.

Write your answer here

Tools/ Reference/ Sources	Reasons why it should be consulted
1.	
2.	
3.	
4.	
5.	

B. Edit the following sentences using the symbols of copy reading.

6. 13 people on death row are expected to be executed this year after Cabinet endorsed the proposed guidelines for the implementation of the dp, it has been revealed.
7. Education officials said they would meet the principal and deputy principal of lae secondary to discuss the matter.
8. Parkop said the buai sellers would need to have a license to sell at the market.

Check your answers at the end of the unit before proceeding to the next part.

11.2.3.4**Television Programme Review**

Of the multitude of television shows that we can choose from, how will we, as the audience, know which show to watch? One way would be to read television programme reviews.

What are Television Reviews?

Television reviews focus on a range of TV shows, such as **nail-biting** dramas or situation comedies, but they all provide a critical perspective that **entices** readers to watch the show. In a review, draw upon a show's performance and production, and illustrate the strengths and weaknesses of a show, as well as what audiences might enjoy most. Reviews evaluate the overall production and performance of a show and also compare the show to the cast and crew's previous work.

Television reviews benefit both the audiences and the network and producers of television program. As a source of criticism which includes the negative and positive, strength and weakness of a television program, reviews give the producers feedback on how they can still improve their show. Most television shows, in order to create buzz and **publicity** for their shows, send out advance copies of the initial episodes to television show reviewers in order for them to write about the show. These reviews will then be published in entertainment journals and magazines for the audience to know in advance what the show is all about even before it is shown on television. Some reviews may be positive which will attract audiences. Negative reviews will then be used for the improvement of the show.



Here is an example of a review of the television programme **Once Upon A Time** published by **hollywoodreporter.com**. At the time of the review, only the **pilot** episode has been broadcast and this review gives the audiences a taste of what they can expect from the show, as well as the initial impression of the reviewer.

ABC's **Once Upon a Time** feels confident tapping into a **slew** of well-known fairy tales, while NBC's **Grimm** mines the darker tales of the Brothers Grimm. It's a high-concept hootenanny with varied results.

Perhaps the harder sell is **Once Upon a Time**, which opens as a period piece where the Seven Dwarfs are huddled around an entombed Snow White -- and before you can blurt out what's about to happen, you might end up laughing instead. Why? Because it looks and feels **hokey**.

Hokey is a problem.

Snow White is played by Ginnifer Goodwin and Prince Charming by Josh Dallas. There is an Evil Queen, of course, played by Lana Parrilla, whose attempt to play evil falls well short of convincing. She's not alone because even Robert Carlyle, who is capable of pulling off both evil and costumed, is eyebrow-raisingly cheesy as Rumpelstiltskin. Put them all together in an overly long introduction to the series, and someone you love will need the powers of Merlin to pry the remote out of your hand as you **lunge** to change the channel.



A promotional photo for the television programme **Once Upon a Time** from hdwallpapersmart.com



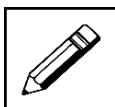
And then something interesting happens -- certainly more interesting than not pulling off a period piece in **primetime**. The action switches to the present, and we meet Emma Swan (Jennifer Morrison), a bail bondswoman, loner and all-around tough girl. Into her life pops Henry (Jared Gilmore), a **precocious** 10-year-old boy from Storybrooke (wink, wink), Maine. He tracks down Emma and proclaims he's her son, the one she gave up for adoption at birth. He carries a book of fairy tales and says that Emma needs to come back to Storybrooke to put things right.

What things? Well, Henry believes the Evil Witch has cast a spell, and now all the fairy-tale characters from lore are trapped in Storybrooke, not knowing who they are or what went on in the past. His adoptive mother is Regina (also played by Parrilla), the single-mother mayor of Storybrooke and, says Henry, most likely the Evil Witch. Henry also believes Emma is the daughter of Prince Charming and Snow White and that only she can unlock the mysteries of Storybrooke and give everyone a happy ending by freeing them.

Got that?

And yes, in Storybrooke, pretty much every fairy-tale character you can come up with -- you know, like Geppetto -- is hanging out as their modern self. This part of the series holds at least minimal fascination as Henry tries to unveil the truth. But when **Once Upon a Time** flashes back to fairy-tale days, Uncle Hokey goes with them. And with him, there are no happy endings.

In those moments -- especially when modern vocabulary sneaks in and Goodwin seems embarrassed to read her lines -- **Once Upon a Time** completely stops time. You can't tell if this is supposed to be **farce**; it's the opt-out moment. The show is a bold idea, and there's hope for the modern-world portions, but it doesn't quite know what it is (or maybe it does, but the audience won't). ABC made episode three available to critics as well, and -- tragic ending alert! -- the series appears to be getting worse, not better.



Learning Activity 27

A. Match the vocabulary words to their meaning.
Write the letter of your answer on the space provided before each



You have
20 minutes
for this
activity.

- | | | | |
|----------|-------------|----|---|
| _____ 1. | Nail-biting | A. | something so bad that it is seen as ridiculous. |
| _____ 2. | Entice | B. | first episode of a television series |
| _____ 3. | Publicity | C. | something that causes people feel nervous because the ending is not known until the final moment. |



- | | |
|---------------------|--|
| _____ 4. Pilot | D. time period when the television or radio audience is largest. |
| _____ 5. Slew | E. sudden forward rush or reach. |
| _____ 6. Hokey | F. large number of people or things. |
| _____ 7. Lunge | G. attention given to something by newspaper, magazine or television programme. |
| _____ 8. Primetime | H. to attract someone by offering or showing something appealing or interesting. |
| _____ 9. Precocious | I. corny, obviously contrived. |
| _____ 10. Farce | J. having or showing the abilities of an adult at a very early age. |

B. Answer the following questions about television programme reviews

1. How do television show reviews benefit the audience?

2. How do television programme reviews benefit the makers of television show?

3. Was the review of the TV show **Once Upon a Time** positive or negative? What words in the review say so?



4. What did the reviewer say about the acting of the main actors in the show?

5. What prediction about the show was given at the end of the review?

Check your answers at the end of the unit before proceeding to the next part.

How to Write a Television Programme Review

Television reviews are critical reviews. Critical reviews are writing tasks that ask you to summarize and evaluate a text. To be critical does not mean to criticize in a negative manner. Rather it requires you to question the information and opinions in a text and present your evaluation or judgement of the text. To do this well, you should attempt to understand the topic from different perspectives or even research about the previous work of the people involved in the development of the show.

A television show review looks at the television programme as a text. Here are the steps you can take in order to write a television programme review.

1. Summarize the Plot

In the first paragraph, describe the show's basic storyline to pique readers' curiosity and give them context for the rest of your review. Incorporate a brief plot summary, which introduces the central character and his primary conflict, and also introduces the setting, time period and genre. Since your readers have not yet seen the show, limit your summary to only the most important details. Don't reveal plot spoilers, which could ruin the story for potential viewers.

2. Provide Production Information

Since many shows earn reputations based on previous credits of a show's production team, comparing the show with the creators' and writers' previous work can help readers connect it with programmes they're already familiar with. You might discuss how the show fits into the creators' overall body of work or compare and contrast it with other shows they've produced. A television show also may earn cult status among a specific audience demographic or blaze creative trails with its structure and episodes. Describing the show's unique appeal to viewers and ground-breaking elements can reveal what sets it apart from programmes that may be similar.



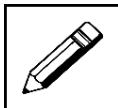
3. Critique the Script

All television shows begin as scripts that incorporate carefully composed dialogue with production directions. Your review should detail how successful the show is in creating a believable plot and characters. Discuss how the dialogue reveals the characters, presents key story and plot information, or creates mood and tone. Write about the writer's use of action, developing the story through the characters' behaviour. If the show takes place in a specific setting or time period, discuss how the costumes and scenery make the story real for the viewer.

4. Evaluate the Acting

The ability of the actors to evoke emotion and believability is a crucial mark of its success. Your review can evaluate the quality of the actors' performances and how they contribute to creating a realistic, entertaining story. Focus on the actor who portrays the show's central character, using specific examples to illustrate why his performance is successful, and also point out the supporting actors who add depth and meaning to the story. If you're reviewing an established show, consider how the characters have changed throughout the series and how the actors' performances contributed to this development.

Now you can write your own television programme review.



Learning Activity 28
Follow the instructions in order to write your own television programme review.

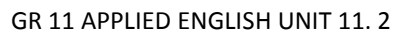


**You have
1 hour for this
activity.**

1. Choose a television programme that you would like to review. Watch the programme while taking notes of the important information about the programme.
2. Fill in this table. These information may help you in your television programme review writing.

Title of the Television program	
Director:	
Scriptwriter:	
Main or Regular actors and the Characters they play:	
Previous work of the people involved that is similar to the show:	
Your evaluation of the script:	
Your evaluation of the acting/performances:	

[illegible]



Grammar Review: Using clauses to enrich sentences

Here are the most common subordinating conjunctions

after	even though	unless
although	if	until
as	in order that	when
as if	since	whenever



as long as
because
before

so that
than
though

where
wherever
while

When adverb clauses begin a sentence, you need to put a comma between it and the independent clause.

For example:

Before the day was over, I made plans to see him.

If you love me, you will listen.



Learning Activity 29

Underline the adverb clause in each of the sentences.



You have
10 minutes for
this activity.

1. The treasure was buried deeper than we thought.
2. We wanted to stop so that we can enjoy the scenery.
3. Picked when they are ripe, fresh strawberries are delicious.
4. The Fabila family have lived in Port Moresby since I can remember.
5. Mark looks gloomy whenever the topic is discussed.

Check your answers at the end of the unit before proceeding to the next part.

11.2.3.5 Film Review

People have different ideas about entertainment. Reviews of films and music reflect these different views. A film review should tell the reader briefly what the film is about (informative writing) and usually also the writer's opinion of the film (opinionative writing).

People read reviews to make a decision about what film to see or music to buy. But reviews can cause some readers to lose interest in or have negative feelings about the subject under review. Reviewers have to be honest and describe that a review gives one person's point of view. Not everyone will agree with this view.



On the next page is a sample plan that a film reviewer did before writing a review. Study it carefully and answer the learning activity that follows.

Film Title and rating	The Lord of the Rings: The Return of the King (M)
Director	Peter Jackson
Brief plot outline	Based on the Tolkien fantasy, the film follows Frodo's quest to destroy the ring with the help of the wizard Gandalf and the rest of the Fellowship.



Main actors and the characters they play	Frodo (Elizah Wood) and Gandalf (Ian McKellan) play their parts superbly as usual, but it is the digitally created Gollum who steals the show.
What is special about this film?	Oscar-winning special effects, the spectacular New Zealand landscape and a gripping climax
Comparison with other films	The best of the trilogy
Your opinion with reasons	Not to be missed, especially for the fans of the first two films. The characters, story, action sequences and landscape all work together to provide the perfect film experience
Recommendation	Anyone who loved the first films. Lovers of fantasy and of Tolkien.

**Learning Activity 30**

Answer these questions based on the information above.



You have 15 minutes for this activity.

1. What movie is being reviewed? b. What genre does it belong to?

a. _____
b. _____

2. What is the film about?

3. Who is the most interesting character in the film?

4. What do you think is the climax or the most exciting part of the film?

5. List special things about the film.

6. Is this a positive or a negative review? Why do you say so?



Check your answers at the end of the unit before proceeding to the next part.

Are you ready for the next part of the lesson? You will now study the different features of a film review. You will also read an example of a film review.

Features of a Film Review

Film reviews persuade readers to react to the writer's opinion about a film. When writers review written works, performances, places or products, they describe and analyse the components, then express their personal opinion about the work.

Reviews have the following structural features:

1. Introduction to what is being reviewed
2. Background information about the film: date of release, name of screenwriters, overview of the plot, main performers and directors.
3. Writer's point of view or judgement followed by supporting evidence
4. Writer's final recommendation and possible inclusion of rating symbols.



Now read an example of a film review written by Jimmy Lau.

A.I. Artificial Intelligence

☆☆☆☆

Cast: Haley Joel Osment, Jude Law, Frances O'Connor, Sean Robards, William Hurt
Director: Steven Spielberg

The jury is split over Steven Spielberg's newest offering. For starters, it's a futuristic sci-fi adventure thriller set sometime after the Earth's polar ice caps have melted and **submerged** coastal cities. Within those confines, it attempts to address themes like humanity and ethics in technology, and succeeds only in leaving its audience with mixed feeling.

Another criticism is that it is a **paean** to late director Stanley Kubrick – whose original idea this was – to mask Spielberg's own send-up to himself. The result? Spielberg's **indulgent** man-child does an *E.T.* for adults.

Casting child genius Haley Joel Osment in a role typical of Spielberg's earlier work – that of an insightful innocent trapped in an adult world - does nothing to help this case. Worse, Spielberg deliberately makes Osment's role emotionally **manipulative**.

Osment's robot David has been hardwired to love unconditionally, but this isn't reciprocated. To his owners, he is merely a substitute for their own cryogenically frozen son who awaits a cure for his **terminal** illness. The situation takes a turn after David's adoptive parents (Frances O'Connor and Sam Robards) retrieve their real son and abandon David in a forest.



While our immediate sympathies lie with David, it's not hard to imagine how we might similarly chuck out a **phased-out** vacuum cleaner. What follows is a sense of having been duped by Spielberg who plays on our sympathies so we forget that even an Osment-looking machine, is still, after all, a machine, no matter if he owns a talking teddy bear.

Existential questions aside, A.I. still makes for a welcome serving of Spielberg fare. It's best viewed as a modern day fairy tale with a dark side, thankfully provided by the presence of Gigolo Joe (Jude Law), a futuristic machine who discovers paternal urges to look after David. And, it's best enjoyed as a film that aims to be thus – not a Kubrick wannabe or a try-hard morality play.

If you suspend notions of Spielberg trying to be a **doomsday** prophet, what you might find is a rewriting of *Pinocchio* – meets – *Wizard of Oz* that's laced with darker shades of his work we first saw in *Saving Private Ryan* and *Empire of the Sun*. It's good but best viewed without any baggage.



Learning Activity 31

A. Using your dictionary, give the meaning of the **bolded** words in the review. Write their meanings on the space provided after each word.



You have
30 minutes for
this activity.

1. submerged - _____
2. paean - _____
3. indulgent - _____
4. manipulative - _____
5. terminal - _____
6. phased-out - _____
7. doomsday - _____

B. From the information provided in the film review of AI Artificial Intelligence, fill in this table.

1. Film Title and rating	
2. Director/ Producer	
3. Genre	
4. Setting	



5. Main actors and the characters they play	
6. Brief plot outline	
7. Comparison with other films	
8. Your opinion with reasons	
9. Recommendation	

Check your answers at the end of the unit before proceeding to the next part.

Writing a Film Review

Writing a film review is a great way of expressing your opinion of a film. Below are some guidelines and tips for writing a good film review.

1. Watch the film

The first step in writing the review is to watch the film. Watch the film in a relaxed environment you are familiar with. You do not want to be distracted by an unfamiliar room. Watching the film a second time will help you absorb a lot more detail about the film. Most film reviewers take notes as they watch the film review.

2. Give your opinion

Most film reviewers will give their opinion of the film. This is important as the reviewer can express the elements of the film they enjoyed or disliked. However, as in all good journalism, the reviewer should also give impartial details, and allow the reader to make their own mind over an issue the reader liked or disliked. Opinions should be explained to allow the reader to determine whether they would agree with your opinion.

Many regular film reviewers will develop a following. If one can find a reviewer who shares a similar taste in films, one can confidently follow the reviewer's recommendations.

3. Who is your audience?

You need to consider who your likely readers are. Writing a film review for children requires a different approach than if writing for a film club. Ensure you report on the factors that matter to your likely audience.

**4. Give an outline**

Give the outline of the film, but don't give away essential details such as the end or any surprises. If there is a big surprise you want to entice readers by telling them something special happens, just don't say what.

5. Actors

If the film contains actors, as most do, detail who is starring in the film and how well you think they acted.

6. Structure

Did the film follow a regular predictable story line, or did it get you thinking? A film with a regular story line begins with the beginning while other films begin at the end and works its way to explain how it ended that way.

7. Cinematography and Lighting

Give details about how well the film was shot and directed. Was the lighting good in the moody scenes?

8. Music

Did the film have its own especially composed music, or did it feature songs from popular artists?

Using these questions in mind, you can now try to write your own film review. Your film review must follow the three part essay structure – introduction, body and conclusion. As you answer each question, outline your essay into this structure.

**Learning Activity 32**

Choose a film that you want to write a film review on. Prepare to write your film review by filling up this table. Write your full film review on the next page.



You have 1 hour for this activity.

1. Film Title and rating	
2. Director/ Producer	
3. Genre	
4. Setting	
5. Main actors and the characters they play	

6. Brief plot outline	
7. Comparison with other films	
8. Your opinion with reasons	
9. Recommendation	

Write your full film review on the lines provided.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



82



UNIT SUMMARY

Congratulations in completing this unit! Media education and awareness is an important skill for learners of English. In Unit 2 of Grade 11 Applied English you were introduced to media: the triumvirate of Print, Radio and Television as well as to Film. With your newfound knowledge of the concepts and principles of how the media works as well as other skills that you have practiced in this unit such as reading, speaking, viewing and listening, and writing it is hoped that you can interact with the world around you better. Most importantly, you should be able to look at the ordinary newspaper, radio and television with new eyes and not simply accept what they say but take each information you receive with a more critical mind.



ANSWERS TO LEARNING ACTIVITIES

Learning Activity 1

1. political news
2. weather
3. finance
4. international news
5. television reviews
6. play reviews
7. games and quizzes
8. horoscopes
9. letters to the editor
10. personal and public notices

Learning Activity 2

1. by showing both sides of a story, not just one side
2. by giving truthful, scientific simplified explanation about the disease and how to avoid it
3. the letter to the editor where readers can give their views
4. corrupt officials may want to remove from the news stories about their corrupt dealings
5. answers may vary. Here is a sample evaluation
Yes
Yes
Yes
Yes
6. I think it is a good newspaper because it answer to the criteria of a good newspaper. It shows accurate reporting, responsibility and leadership.

Learning Activity 3

1. novelty and oddity/ humour
2. significance, impact or consequence
3. human interest/ significance, impact or consequence
4. conflict, prominence
5. proximity, conflict, human interest
6. straight news
7. feature news

Learning Activity 4

1. about PNG traditional stories - adjective phrase
2. throughout the house – adjective phrase
3. on the door – adverb phrase
4. about her military training – adverb phrase
5. in sarcasm – adverb phrase

Learning Activity 5

1. published on a regular schedule
-



2. agreement with a company to get a publication or service regularly that is paid for in advance
3. person who buys goods and services
4. language used by a particular group of people
5. to establish by proof or competent advice
6. 10. Answers may vary. Here are sample answers
6. Vision City Magazine
7. in house publication/ house organ
8. yes, it features a mother dressed in a Santa outfit giving gifts to two children
9. advice on beauty. I would be interested
10. Answers here may vary. Study the sample answer below.

An Evaluation of Vision City Magazine

Vision City Magazine is the in house publication of Vision City Mall, a shopping center and department store in Port Moresby. The issue that I am evaluated has on its cover a mother dressed in a Santa outfit giving gifts to two children. The cover is attractive and colourful and captures the spirit of the season of Christmas which the theme of the issue.

The articles and feature stories included in the magazine continue the theme of Christmas. It includes gift ideas, Christmas recipes and how to get rid of excess holiday weight that comes with over-eating during the Christmas season. These articles are very interesting especially for the families who are frequent visitors of the Vision City Mall, the middle class Papua New Guineans who are aware of Western Christmas traditions and follows them.

The information in the articles are helpful for parents, for young adults who have money to spend over the Christmas period who are living in urban areas. However, the magazine is not for the common Papua New Guineans who are living in rural areas and villages. Aside from this, it is also interesting to note that the sources of the information stated in the articles of the magazine are not clearly stated so they may be unreliable.

Learning Activity 6

1. E
2. C
3. D
4. H
5. B
6. I
7. G
8. A
9. F
10. contrast and balance
11. in the nameplate
12. they believe that the news is truthful and unbiased
13. a dramatic quote from an important source
14. cartoons
15. they take up a large space or should be reasonably large

**Learning Activity 7**

1. Example
2. wrapping the gifts – gerund
3. to escape – infinitive
4. fractured hip – past participle
5. frightening experience – present participle
6. scanning the book – present participle

Learning Activity 8

1. pictorial
2. editorials
3. editor-in-chief
4. advertising
5. managing editor

B.

News	Editorial	Features
Introduction of news staff members School wins spelling quiz bee	Message from the principal Message from the editor	Interview with longest serving security guard Survey about mobile phone use
Entertainment	Sports	Advertising
Comic strip Crossword puzzle	School wins soccer match	Teaching vacancy

Learning Activity 9

1. Messages are carried through voice, sound, music, noise and silence
2. radio news
3. radio is blind because it uses audio to communicate
4. sounds or sound effects
5. a. mix or join together various combination of sounds
b. amplify audio frequency currents to the desired level
6. a. to send out signals and make public by means of radio or television
b. to complete or make better
c. to make known to someone
d. to increase strength of an electrical signal

Learning Activity 10

1. answers may vary.
2. through the background sound
3. conversational
4. inverted pyramid
5. pictures

Learning Activity 11

Answers may vary. Study this sample answer and compare it with your own.



1. hair product: CLEAR shampoo
2. fights dandruff and makes hair soft and smooth
3. straight selling with jingle
4. Announcer: Do you have dry and limp hair?
Do you have itchy scalp?
Then it's time for you to use CLEAR shampoo
CLEAR shampoo for the whole family
Makes everyone's hair soft and smooth
And clear of dandruff
Jingle: Its clear that you need CLEAR
For softer, smoother hair
And dandruff disappear!

Learning Activity 12

Evaluation form should be filled in by a teacher or a FODE officer.

Learning Activity 13

News stories on National EMTV News

News Stories on <u>Feb 9, 2015</u> (date)	Category of news
15 Representatives to present petition to Peter O'Neil on Hanuabada Killings	Crime and Law
Funeral Service of Hanuabada Men Killed	Crime and Law
Teachers' Leave Entitlement high on Agenda when Parliament opens 2015 sitting	Politics
Expensive Rentals in Lae driving income earners toward settlements	Business and Economy
US Ambassador encourages Lae Unitech Students	Human Interest

Learning Activity 14

Advantages

1. messages are received and transmitted instantly
2. broadcast to a large audience
3. put the audience directly at the scene of the news through video and images

Disadvantages

4. violence shown on television is said to make people behave violently
5. TV turns the audience brain to mud, affecting concentration and ability to learn
6. makes the audience lazy, not just physically but also mentally
7. agenda controls the information presented on TV

B.

- a. You will be aware of the events happening around you.
- b. Children can be affected by the violent events reported by the news.

**Learning Activity 15**

1. Dependent
 2. Independent
 3. Independent
 4. Dependent
 5. Independent
-

Learning Activity 16

1. The desire to learn about geography and social condition.
 2. exotic location, temporary events and unknown cultures
 3.
 - a. production of documentary is dependent on world events
 - b. it is more uncertain and difficult
 4. can be exciting and achieve unexpected results
 5. half an hour to an hour
-

Learning Activity 17

Answers may vary. Here are sample answers

1. politics
 2. science
 3. biography of a famous person
 4. business
 5. history
-

Learning Activity 18

1. science fiction
 2. drama/ romance
 3. western
 4. horror/ suspense
 5. comedy
 6. animation
-

Learning Activity 19

- A.
1. Freedom. They want to be free.
 2. Always lookin' on the bright side aren't ya? (And other dialogues of Thelma)
 3. The scenes show peacefulness and freedom.
- B. Answers may vary. Study this sample answer and compare it with yours.
- Police Officer: Thelma, Louise, you are under arrest.
- Thelma: Why, officer, we did not do anything wrong!
- Police Officer: Now, come closer real slowly with your hands in the air.
- Thelma: Why don't you just let us be and no one will get hurt
- Louise: (To Thelma) Oh, Thelma, we're in a real trouble now...
-

Learning Activity 20

1. whom Mr. Kelly chose
 2. that my mom gave me
 3. which lasted for two hours
 4. where betel nut was banned
-



5. that I applied for

Learning Activity 21

- A. 1. Point of view, reason or series of reasons put forward
 2. influence or power
 3. attacked or robbed on the street
 4. income
 5. amount by which a total is smaller than what is required.
- B. 1. emotive/loaded word
 2. use of statistics
 3. repetition
 4. use of statistics
 5. emotive language

Learning Activity 22

Answers may vary. Look at this outline of the letter to the editor and compare it with yours.

1. A. 1. Main Issue: Compensation claim for the life of a young girl including her future earnings and possible bride price asked by almost 300 of her relatives
 2. My Opinion: I think it is wrong for almost 300 relatives to ask for compensation
- B. My Arguments
- a. I do not believe that these 300 relatives are real or blood relatives
 b. I think compensation should only be given to the immediate family members
 c. Opportunists are taking advantage of the family's grief
- C. Conclusion: there should be a law putting a stop to ridiculous and over the top compensation demands.

2. Sample Letter to the Editor

Dear Editor,

I refer to the news about the compensation demands of 300 of a young girl's relatives after the girl had an unfortunate accident that caused her death. It was published in the Post Courier on the 20th of April 1988. Frankly, I am shocked and appalled at the number of people who came forward trying to make some money out of a young girl's death.

Firstly, I do not believe that these 300 relatives are real blood relatives of the young girl. They may include cousins and extended relatives but to number 300! It is unbelievable. What else could these people be but opportunists waiting for their piece of action?

Secondly, if any compensation will be given, it should only be given to the immediate family. The mother and father of the girl were the ones who took care of her when she was alive. The mother and the father of the girl were the ones who spent for her education. This means the mother and the father of the girl should be the ones who will receive compensation from the company.



Lastly, The law should be able to protect not just the companies against bogus compensation claims. They should also protect the victim's family against opportunists like these 300 so-called relatives. They already suffered a loss and they should not suffer anymore from the greed of those who want to take advantage of their pain.

Compensation should only be given to the immediate family and laws can be put in place in order to protect the families from such opportunists.

Concerned Citizen

3. Language Tools of Persuasive Writing that I have used in my letter to the editor:

1. emotive and loaded words
2. rhetorical question
3. repetition
4. emotive language

Learning Activity 23

1. C
2. F
3. B
4. D
5. A
6. E
7. boxer of the heaviest weight
8. poke roughly
9. thrust boldly forward suddenly
10. a raid or brief invasion

Learning Activity 24

PNG Ready to Host Festival

PNG is ready to host the 5th Melanesian Festival of arts in 50 days time, Culture and Tourism Minister Boka Kondra told Parliament yesterday. Delegations from Indonesia, West Papua, Timor-Leste, and Thursday Islands will join Melanesian nations Solomon Islands, Vanuatu, Fiji and FLNKS in Port Moresby to showcase their culture and traditions. Mr. Kondra said that even though only 2 out of 22 provinces have set up their traditional and cultural houses at the 5th Melanesian Arts Festival site at Waigani, 15 provinces responded positively to send their groups. All operations will be ready by May 29 when the site will be commissioned and ready for use. Facilities at the satellite towns of Kokopo, Mt. Hagen, Wewak and Milne Bay are also ready by end of the month.

Learning Activity 25

1. My brother was picking up Father at the station
2. I heard loud noises next door
3. My old aunt walked to town almost every morning at the same time.
4. The members of the club were raising funds through many different activities this year.
5. I jogged three miles this morning.

**Learning Activity 26**

1. thesaurus – gives a list of synonyms.
2. dictionary – provides different acceptable forms of a word.
3. stylebook – gives an idea about the prevailing style for such things as spelling out numbers etc.
4. encyclopedia, almanac or fact book – these are handy reference for various facts and trivia.
5. book of idioms – can answer questions about the correct use of idiomatic expressions.

- B. ^{sp}
6. 13 people on death row are expected to be executed this year after Cabinet endorsed the proposed guidelines for the implementation of the ^{dp}, it has been revealed.
 7. Education officials said they would meet the principal and deputy principal of ^{lae} secondary to discuss the matter.
 8. Parkop said the ^{ital} buai sellers would need to have a license to sell at the market.

Learning Activity 27

1. C
2. H
3. G
4. B
5. F
6. I
7. E
8. D
9. J
10. A
- B.
11. They can help the audience choose and decide which show to watch.
12. They can give suggestions on how the makes of the program improve it.
13. The review was negative. The reviewer used words such as hokey, cheesy, embarrassed to read their lines, farce, no happy endings.
14. The acting was described as cheesy, embarrassed to read her lines.
15. The next episodes get worse, not better.

Learning Activity 28

Answers vary for this activity.

Your television programme review must contain:

- a. the summary of the television program
- b. the important people involved in the production of the show
- c. your own evaluation of the program

Study this sample television programme review

Title of the Television program	The Flash
Director:	Greg Berlanti, Andrew Kreisberg, Geoff Johns



Scriptwriter:	Greg Berlanti, Andrew Kreisberg, Geoff Johns
Main or Regular actors and the Characters they play:	Grant Gustin as Barry Allen Carlos Valdes as Cisco, Jesse L Martin as Detective West Tom Cavanagh may well play my favourite role of any TV show as the profoundly genius Harrison Wells and most of his story contributions are among the best in the show.
Previous work of the people involved that is similar to the show:	Connected with the series Arrow, Grant Gustin has played Barry Allen in two episodes of Arrow before he had his own show.
Your evaluation of the script:	- story and various plot devices are fun and the characters are mainly likable The show does take a villain of the week format (similar to Arrow) for the majority of the episode's which can get a little tiresome (mainly with some of the less interesting villains) but the main story line of season 1 made for the most entertaining season
Your evaluation of the acting/performances:	this show is excellent visually (especially for it's TV budget) and the story will keep you watching week to week with a smile on your face. I gave it an 8/10 rating as even though the show can seem silly at times, no other show has the same amount of heart and is as much fun as The Flash.

The Fastest Man Alive, AKA, The Scarlet Speedster, AKA, The Flash!



Author:Sooza87 from Australia

26 October 2015

<http://www.imdb.com/title/tt3107288/reviews>

I'm a big fan of DC (and Marvel) comics and I was excited but cautious when they announced this show mainly for the fact that I wasn't sure they would pull off the effects required to make a convincing Flash with a TV budget but my worries were quelled from the first episode. Other than a few of the villains abilities, the special effects in this show are great, especially concerning The Flash himself.

Aside from the show's capabilities visually, the story and various plot devices are fun and the characters are mainly likable. Obviously some shine through more than others (Barry Allen, Cisco, Detective West & Harrison Wells to name a few) but they all have their place in The Flash's team. Speaking of which, Tom Cavanagh may well play my favourite role of any TV show as the profoundly genius Harrison Wells and most of his story contributions are among the best in the show.

The show does take a villain of the week format (similar to Arrow) for the majority of the episode's which can get a little tiresome (mainly with some of the less interesting villains)



but the main story line of season 1 made for the most entertaining season of a TV show I've seen yet. If you are not aware this show does share it's universe with channel CW's other show Arrow, which is based on the DC character Green Arrow and without spoiling anything I thoroughly enjoyed the crossover episode and can't wait to see more of these in the future (I am also a fan of Arrow as well).

If I have one criticism it is that the show can seem silly at times when you see The Flash get hurt by some of the villains. For example, a guy who can multiply himself but moves at regular human speed is somehow able to hit The Flash when from the Flash's perspective people look like they are moving in slow motion (as shown in the first episode). In the most recent episode he caught a bullet out of thin air so there's really no plausible reason he should ever struggle to take down someone moving at regular speed. Also Captain Cold and his Rogues are definitely a team of villains who come off better in the comic book than on the screen as you just don't buy The Flash being challenged by a team of standard humans with special guns (he could literally take the guns out of their hands before they could pull the trigger if he wanted). But hey, this is a show about a man who can run faster than the speed of light so you do have to be a little open-minded.

All of that is a very small part of the show though and is probably just my overly analytical mind doing what it does... Believe me when I say it does not detract from how enjoyable this show really is.

In summary, this show is excellent visually (especially for it's TV budget) and the story will keep you watching week to week with a smile on your face. I gave it an 8/10 rating as even though the show can seem silly at times, no other show has the same amount of heart and is as much fun as The Flash.

Learning Activity 29

1. that we thought
2. so that we can enjoy the scenery
3. when they are ripe
4. since I can remember
5. wherever the topic is discussed

Learning Activity 30

1. The Lord of Rings, The Return of the King. It is a fantasy
2. the film is about the quest to destroy the ring of power
3. Answers may vary. Here is a sample answer:
The most interesting character in the film is Gollum because it he is digitally created.
4. The most exciting part of the film is when Frodo is about to destroy the ring.
5. Oscar-winning special effects, the spectacular New Zealand landscape and a gripping climax
6. The review is positive because it did not contain any criticism, only praise.

Learning Activity 31

- A. 1. descend below the surface of the water
 2. song of praise or triumph
-



3. readily indulging someone or overlooking their faults
4. tending to control others
5. extreme and irreversible
6. gradually withdrawn
7. last day of the world.

B.

1. Film Title and rating	A.I. Artificial Intelligence
2. Director/ Producer	Steven Spielberg
3. Genre	Science fiction adventure thriller
4. Setting	set sometime after the Earth's polar ice caps have melted and submerged coastal cities.
5. Main actors and the characters they play	Haley Joel Osment plays the robot David who has been hardwired to love unconditionally. Jude Law plays Gigolo Joe, a futuristic machine who discovers paternal urges to look after David. David's adoptive parents are played by Frances O'Connor and Sam Robards
6. Brief plot outline	David has been hardwired to love unconditionally, but this isn't reciprocated. To his owners, he is merely a substitute for their own cryogenically frozen son who awaits a cure for his terminal illness. When David's adoptive parents retrieve their real son and abandon him in a forest, Gigolo Joe looks after him as they try to find ways for him to become a real boy.
7. Comparison with other films	<i>E.T.</i> for adults, <i>Pinocchio</i> – meets – <i>Wizard of Oz</i> , darker than <i>Saving Private Ryan</i> and <i>Empire of the Sun</i>
8. Your opinion with reasons	emotionally manipulative , a modern day fairy tale with a dark side
9. Recommendation	It's good but best viewed without any baggage.

Learning Activity 32

Answers may vary.

The film review must include all the information needed for a review, the opinion of the reviewer, the reasons for the opinion and a conclusion that gives an overall judgment of the film.

Study this sample film review

1. Film Title and rating	Pitch Perfect, 12 A
2. Director/ Producer	Jason Moore/ Gold Circle Film
3. Genre	Musical-comedy
4. Setting	Barden University



5. Main actors and the characters they play	Elizabeth Banks and John Michael Higgins as competition commentators, Anna Kendrick is splendid as the girl baffled by the weird politics of her new school Skylar Astin's love interest is much more interesting than the standard talking six-pack. Anna Camp and Brittany Snow are stompily Valley-ish as the heads of the group. And Rebel Wilson's Fat steals scenes shamelessly.
6. Brief plot outline	Beca (Kendrick) arrives at Barden University and is cajoled into joining The Bellas, one of the college's singing troupes. Now she just needs to break the group's losing streak and help them start winning.
7. Comparison with other films	Though it suggests itself as Glee: The Movie, Pitch Perfect is, pleasingly, something closer to Mean Girls: The Musical. The plot, with miscellaneous educational misfits a-singin' their troubles away, is straight out of Glee, but it has little interest in moralising or political correctness, or trying to make you think about wheelchairs. Instead, it has Mean Girls' catty wit and shrewdly observed characters.
8. Your opinion with reasons	- a true ensemble comedy. It's the kind of silly you can only get away with when your writing is very smart. A little bit odd and very, very funny. You can go on the weird flights of fancy you want, as long as you have well-written characters to anchor it.
9. Recommendation	5 stars! Highly recommended

Pitch Perfect

By Olly Richards

Empire Movie Review

<http://www.empireonline.com/movies/pitch-perfect/review/>

Beca (Kendrick) arrives at Barden University and is cajoled into joining The Bellas, one of the college's singing troupes. Now she just needs to break the group's losing streak and help them start winning.

★★★★★

Though it suggests itself as Glee: The Movie, Pitch Perfect is, pleasingly, something closer to Mean Girls: The Musical. The plot, with miscellaneous educational misfits a-singin' their troubles away, is straight out of Glee, but it has little interest in moralising or political correctness, or trying to make you think about wheelchairs. Instead, it has Mean Girls' catty wit and shrewdly observed characters, not necessarily surprising given screenwriter Kay Cannon works on Tina Fey's 30 Rock. It's certainly among the best teen movies to come along in a while.

The music side is really the less interesting area. It's not that all the cast don't sing very well, nor that the arrangements aren't slickly and catchily produced; it's just that choreographing pop hits as a large group is always going to seem a little tweeby. But they're still plenty of



fun, bopping along nicely and building to the big finale, spiced up by Elizabeth Banks and John Michael Higgins as competition commentators à la DodgeBall.

Much more exciting is everything in-between, which is a true ensemble comedy. Anna Kendrick, who yet again hits just the right note between pithy and chummy, is splendid as the girl baffled by the weird politics of her new school. But the spotlight is not purely hers. Skylar Astin's love interest is much more interesting than the standard talking six-pack. Anna Camp and Brittany Snow are stompily Valley-ish as the heads of the group. And Rebel Wilson's Fat Amy — she calls herself that so bitches won't do it to her behind her back — steals scenes shamelessly.

There's an occasional sense that a lot has been cut here in order to keep the film tight — a love-triangle is hinted at then dropped — but that's no complaint. The haphazardness is part of the charm, skidding from one loopy set-up to the next, but never losing sight of its story. You can go on the weird flights of fancy you want, as long as you have well-written characters to anchor it.

It's the kind of silly you can only get away with when your writing is very smart. A little bit odd and very, very funny.



GLOSSARY

airbrush	- an artist's device for spraying paint by means of compressed air
cannanning	- doing the cancan, a lively high-kicking stage dance originating in 19th-century Parisian music halls
catharsis	- the act or process of releasing a strong emotion (such as pity or fear) especially by expressing it in an art form
cluttered	- covered or filled with things lying about untidily
homage	- honour or respect shown publicly
invaluable	- extremely useful
jargon	- words or expressions used by a particular group that are difficult for others to understand
montage	- the technique of making a picture or film by putting together pieces from other pictures or film
multitude	- a great number of people or things
network	- an organization with many connecting parts that work together
noose	- a loop with a running know which tightens as the rope or wire is pulled, used especially to hang offenders or trap animals.
obscene	- offending accepted standards of decency; offensive or disgusting
perpetrate	- carry out or commit
pertinent	- relevant, appropriate
plausible	- seeming reasonable or probable.
proximity	- nearness in space, time or relationship
slant	- present or view information from a particular angle or point of view especially in a biased or unfair way
sparingly	- offending accepted standards of decency; offensive or disgusting
scrutinize	- examine closely or thoroughly
substantiate	- provide evidence to support or prove the truth of
taint	- a trace of a bad or undesirable quality or substant
unwholesome	- not wholesome



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**STUDENT'S QUESTIONNAIRE**

Course _____

Dear Student,

We would like to seek your views about this course module, its strengths, and its weaknesses in order for us to improve it. We therefore request you to fill in this questionnaire and submit it then you finish this course. If the space provided is insufficient, kindly use a separate sheet. Do not write your name. Thank you for your cooperation.

Please tick the appropriate box.

Items	Excellent	V. Good	Good	Poor	Give specific examples if poor (For example: Units & Pages)
1 Logical presentation of content					
2 The use of language	☐	☐	☐	☐	_____
3 The style of language?	☐	☐	☐	☐	_____
4 Explanation of concepts	☐	☐	☐	☐	_____
5 Use of tables	☐	☐	☐	☐	_____
6 Use of graphs	☐	☐	☐	☐	_____
7 Use of diagrams or illustrations	☐	☐	☐	☐	_____
8 How are the student activities?	☐	☐	☐	☐	_____
9 How is feedback to questions?	☐	☐	☐	☐	_____
10 Do the units cover the course syllabus?	☐	☐	☐	☐	_____
11 If not, which of the topics are not covered?	☐	☐	☐	☐	_____

STUDENT'S AND TEACHER'S COMMENTS

My Problems or Comments

Do you have any problem you need advice on?
Do you have any comments about the course book?
If you do, then write them in the space provided.

Dear Teacher,

My Problems:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Comments on the Unit Book

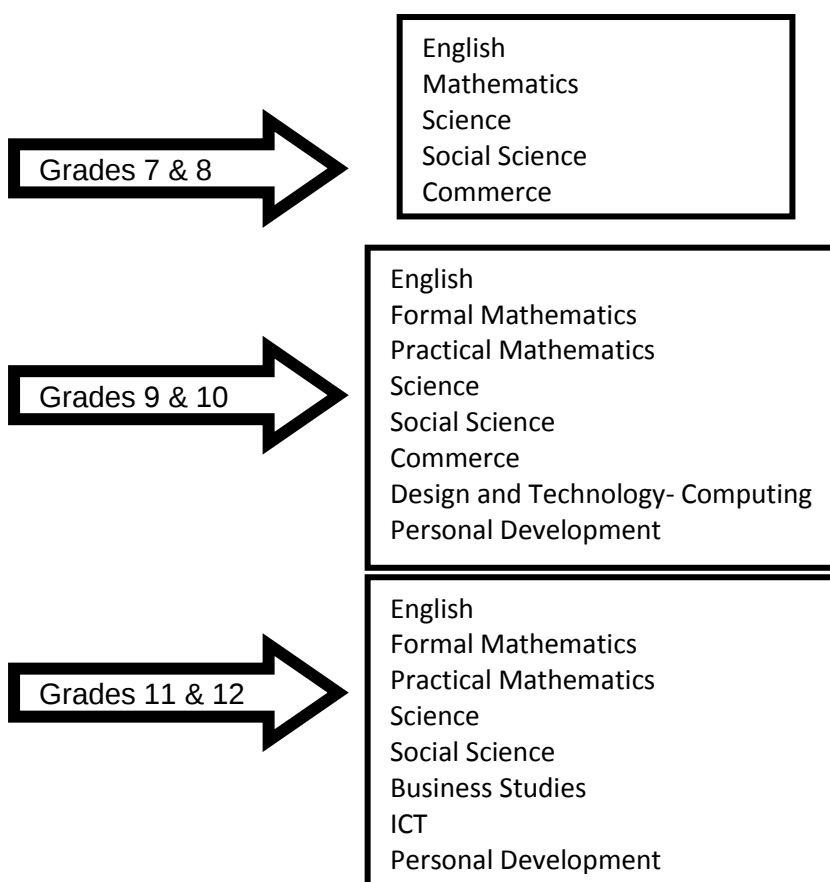
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FODE PROVINCIAL CENTRES

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2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	Provincial Coordinator
3	CENTRAL	Cor- FODE HQ	3419228	72228110	Provincial Coordinator
4	ALOTAU	P. O. Box 822, Alotau	6411343 or 6419195	72228130 or 73894220	Provincial Coordinator
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 or 6297678	72228138	Provincial Coordinator
6	MENDI	P. O. Box 237, Mendi	5491264 or 72895095	72228142	Provincial Coordinator
7	GOROKA	P. O. Box 990, Goroka	5322085 or 5322321	72228116	Provincial Coordinator
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	Provincial Coordinator
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 or 5423332	72228148	Provincial Coordinator
10	VANIMO	P. O. Box 38, Vanimo	4571175 or 4571438	72228140	Provincial Coordinator
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15	RABAUL	P. O. Box 83, Kokopo	9400314	72228118	Provincial Coordinator
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	Provincial Coordinator
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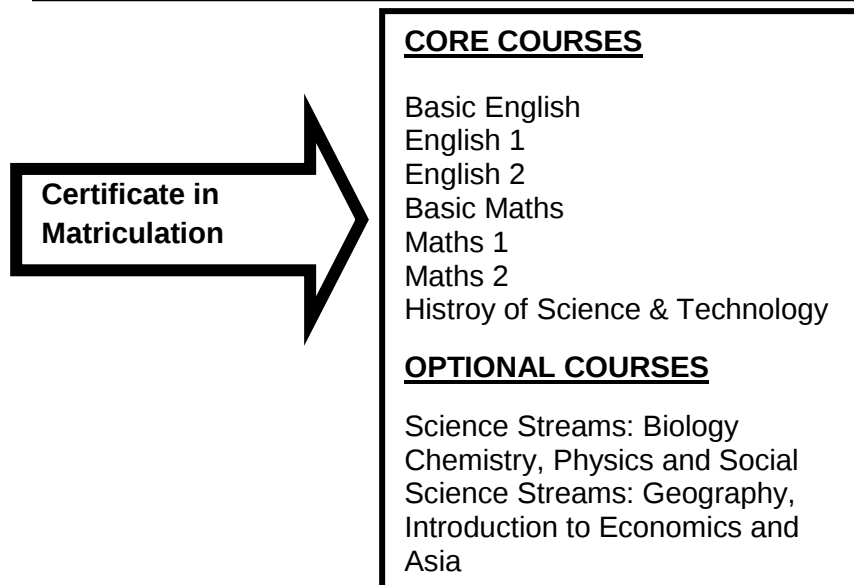
SUBJECT AND GRADE TO STUDY

FODE ACADEMIC PROGRAMME



REMEMBER:

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



REMEMBER:

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