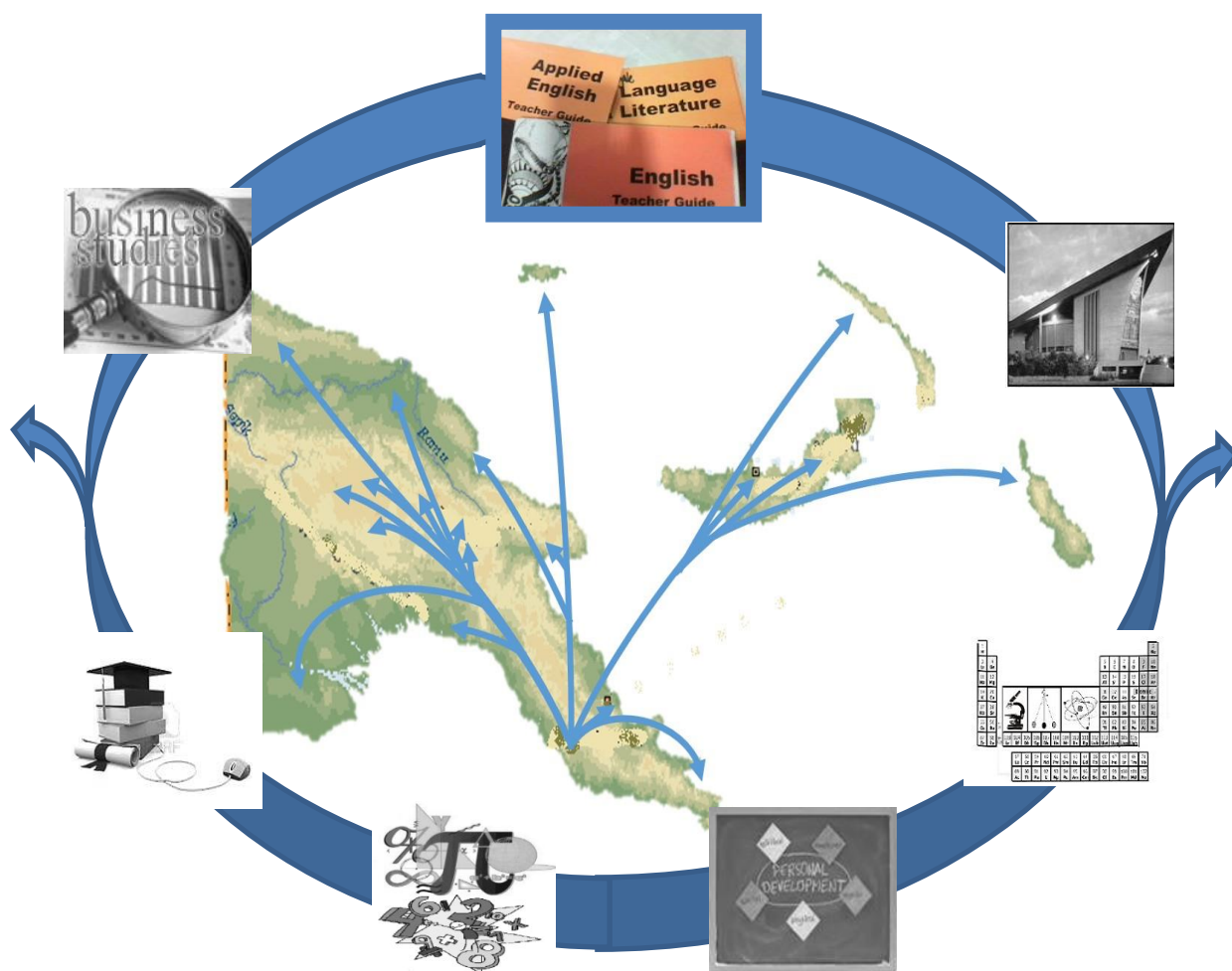




DEPARTMENT OF EDUCATION

GRADE 12 LANGUAGE AND LITERATURE COURSE MODULE

UNIT 12.2



FODE DISTANCE LEARNING



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

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GRADE 12 LANGUAGE AND LITERATURE COURSE MODULE

UNIT 12.2 LIFE STORIES 2

- Experiencing Life: Biographies and Autobiographies
- Literary Analysis
- Scriptwriting and Adaptation



Acknowledgements

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DIANA TEIT AKIS

a / 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 12.2 INTRODUCTION

Inspirations do not just pop out from the ground like mushrooms. They come from different sources and one of these is the life lived well by a notable person. A life that reflects a certain attitude which has led him or her to his or her success if not to his or her failure. We can say we have experienced life well if we learn from it. However, if we ignore it, we have ignored things life can offer us to experience.

In this Unit, you will learn how it is to be a notable person and who these notable people are in the world. You will also learn about the important information a biography must contain to uncover the important aspects of the life of a person.

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

12.2.1 EXPERIENCING LIFE: BIOGRAPHIES AND AUTOBIOGRAPHIES

12.2.1.1 A True Story of Notable Persons

12.2.1.2 Reading an Autobiography

12.2.1.3 Social and Historical Contexts of an Autobiography

12.2.1.4 Writing an Analytical Essay

12.2.1.5 Biopic Analysis

12.2.2 LITERARY ANALYSIS

12.2.2.1 How to Use the Six Thinking Hats to Improve Your Thinking

12.2.2.2 Applying De Bono's Six Thinking Hats Approach to Film Study

12.2.2.3 Film Study

12.2.2.4 Motion Picture Analysis

12.2.3 SCRIPTWRITING AND ADAPTATION

12.2.3.1 Scriptwriting 1

12.2.3.2 Scriptwriting 2

12.2.3.3 From Novel to Film 1

12.2.3.4 From Novel to Film 2



LEARNING OUTCOMES

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

- read an autobiography
- research the autobiography and evaluate the extent of truth and bias in the text and its historical and social context
- write an analytical essay
- view a 'biopic' (a biographical film)
- apply Edward de Bono's 'six thinking hats' strategy as a guide to developing critical and persuasive argument
- appropriately and effectively to speak and write about the genres.
- write a speech to promote the marketing of the film
- use language structures and conventions



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.

- 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 5: 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 6: 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.



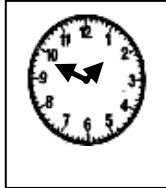
Time Frame

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



12.2.1 EXPERIENCING LIFE: BIOGRAPHIES AND AUTOBIOGRAPHIES

12.2.1.1 A True Story of Notable Persons

“Your attitude determines your aptitude. – Zig Ziglar -”

The word **notable** simply means famous, remarkable or important; therefore, a **notable person** is one who cannot be forgotten even thousand years will pass. This is because a notable person like the US President Abraham Lincoln and Adolf Hitler who both left history with their own remarkable acts. President Abraham Lincoln ended slavery in the United States of America while Adolf Hitler made himself notable through his Nazi regime where he persecuted the Jews.

Notable people become known as outstanding or famous individuals if they have done things that brought great influence to humanity especially on people’s life perspective. One of the most admired individuals in the field of Science is Thomas Edison. He had shown an attitude of perseverance and determination because he never gave up despite many failures until he became successful in making the electric light bulb. Therefore, **right attitude** or **behaviour** is one thing that puts a person on a pinnacle.

We cannot confine the term notable to big people in the society only, but there are common people around us notable to someone. How about you? Is there somebody notable to you? Have you done something to be notable in the life of others?

You can write your own story of what you have done that made you notable to others or you can write about someone because he or she is noteworthy to you; however, writing is not going to be done successfully without gathering necessary information. Therefore, it is always very important to collect data and classify information before putting them into writing.

In writing a biography, you must have all the following information:

1. **Date and place of birth**

Aside from the two mentioned, you may also include the date of death if needed and explain why the family was in that location at that time.

2. **Family members**

For family members, include birth order, spouse, children and any other member of the family who are notable in some way.

3. **Childhood and school life**

This does not mean to say that you are going to write the story of one person since he or she was born until he or she reached seventeen. Include only the interesting stories about childhood or school, early achievements and events that had an impact in their later life.

4. **Hobbies, interests and activities**

Write the person’s hobbies or activities that make them more interesting and relate their hobbies and activities to other aspects of their life.

5. **Anecdotes**



Put interesting stories about why they are famous and the impact they made on others.

6. Career

Include information as to whether their job is similar or different from their hobbies and activities and if they have made significant contributions to mankind through their job.

7. Reason for fame

This refers to the information as to what they did that led them to their popularity and what point in their life did they become famous.

8. Later life or old age

In this, include details on what they did near the end of their life, their contribution to the society, information as to whether they have enjoyed their life or no and whether they are honored in their life for their achievements.

9. Photos and likeness

Photos of the person may be included so as to give the readers a look at how he person looks like.



Reading Activity

Read and understand the context below and answer the comprehension questions that follow.

Biography: President Abraham Lincoln

Abraham Lincoln was the **16th President** of the United States.

Served as President: 1861-1865

Vice President: Hannibal Hamlin, Andrew Johnson

Party: Republican

Age at inauguration: 52

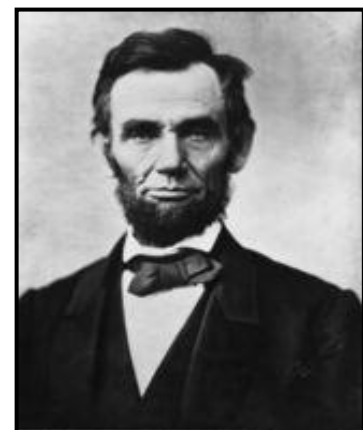
Born: February 12, 1809, in Hodgenville, Hardin County, Kentucky

Died: April 15, 1865. Lincoln died the morning after being shot at Ford's Theatre in Washington, D.C

Married: Mary Todd Lincoln

Children: Robert, Edward, William and Thomas

Nickname: Honest Abe



President Abraham Lincoln



Biography:

What is Abraham Lincoln most known for?

Lincoln is most famous for leading the country during the American Civil War. His leadership in the North helped the country to remain strong and defeat the South keeping the country united. He also pushed for the freedom of all slaves throughout the nation.

Growing Up

Abraham Lincoln came from humble beginnings. He was born in a single-room log cabin in Hardin County, Kentucky. His parents were Thomas and Nancy Hanks Lincoln. His father lost everything when Abraham was young and they had to move to Perry County, Indiana where they struggled to get by. When he was just nine years old, his mother died and his sister Sarah took care of him until his father remarried.

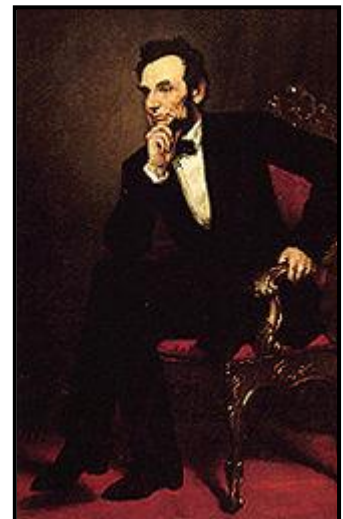
Abraham had very little formal education, but had a strong interest in books and learning. Most of what he learned was self-educated and from books he borrowed. His family later moved to Illinois where Lincoln would set out on his own.

As a young man, Lincoln worked a variety of jobs including shopkeeper, surveyor, and postmaster. For a time, he even split firewood with an axe for a living. He soon moved into politics and won a seat in the Illinois Legislature when he was 25.

Before He Became President

Lincoln served on the Illinois State Legislature for several terms. During that time he studied the law and began to work as a lawyer. He ran for the U.S. Congress in 1845. He won the election and served as a congressman for one term. After serving as congressman he continued to work as a lawyer. Later, Lincoln ran for the U.S. Senate, he did not win but he did gain national recognition for his arguments against slavery during the debates.

In 1860, Lincoln ran for President of the United States. He was a member of the fairly new Republican party which strongly opposed allowing any of the southern states to secede (leave the country). The republicans were also against slavery. They said they would allow for slavery to continue in the southern states, but that it would not be allowed to spread to new U.S. states or territories.



Abraham Lincoln Presidency

Lincoln won the 1860 election and was inaugurated as president in March of 1861. The southern states did not want Lincoln to be president. They did not agree with his policies. Before he was officially in office, they began to secede (leave the country). The first state to leave was South Carolina, but soon six more states followed and together they formed a new country called the Confederacy. This all happened after Lincoln won the election, but before he took the oath of office.



The Civil War

The Civil War began on April 12, 1861 at Fort Sumter in South Carolina just a month after Lincoln took office. Lincoln was determined to maintain the "Union" of the states. He called for an army from the northern states to defeat the south. What followed was a bloody war that lasted four years and cost the lives of 600,000 Americans. Lincoln faced all sorts of opposition during the war, but managed to hold the country together.

The Emancipation Proclamation

On January 1, 1863 Lincoln issued the Emancipation Proclamation. This was an order that freed the slaves in the Confederate States. Although not all the slaves were immediately set free, it paved the way for the 13th Amendment which would free all slaves in the United States a few years later.

Gettysburg Address

Today, Lincoln is often remembered for a short speech he gave at Gettysburg on November 1, 1863. It's called the Gettysburg Address. It was only a few minutes long, but is considered one of the great speeches in American history.

The Civil War Ends

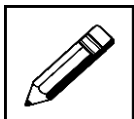
The Civil War finally ended on April 9, 1865 when General Robert E. Lee surrendered at the Appomattox Court House in Virginia. Lincoln wanted the country to heal, forgive and rebuild. He wanted to be generous to the southern states in helping them during the reconstruction. Unfortunately, he would not live to see the country rebuild.

How did he die?

President Abraham Lincoln was shot by John Wilkes Booth while attending a play at the Ford Theatre in Washington D.C. He died the next day on April 15, 1865.

Fun Facts about Abraham Lincoln

- Honest Abe was the tallest president at 6 feet 4 inches tall.
- He set up a national banking system while he was president. He also established the Department of Agriculture.
- He was known as a gifted storyteller and liked to tell jokes.
- On the day he was shot, Lincoln told his bodyguard that he had dreamt he would be assassinated.
- He was the first president who had a full beard.
- He often stored things like letters and documents in his tall stove-piped hat.



Learning Activity 1

A. Write your answers on the spaces provided for you.

1. How old was Abraham Lincoln when he was assassinated?



2. What are the things that made President Abraham Lincoln popular?

3. What kind of surroundings or environment did he have while he was growing up?

4. From the biography above, how does the life of Abraham Lincoln affect the life of other people?

5. List down at least two (2) ethical or social issues reflected in the biography of President Abraham Lincoln.

b. _____

c. _____

B. Identify three statements from the passage above that show the kind of attitude or behaviour President Lincoln have and write it in the first column of the table below. In the second column, write the kind of behaviour reflected by the statement. The first one is done for you.

Statements from the Biography of President Abraham Lincoln	Kind of Attitude or Behaviour the Statement Reflects
a. He pushed for the freedom of all slaves throughout the nation.	<u>Determined and brave</u>
b. _____	

c.	
d.	

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

Now you will look at an autobiography.

12.2.1.2 Reading an Autobiography

An **autobiography** refers to the true story of a person's life written by that person himself or herself. It contains a detailed account of the writer's own life. An autobiography is written for the writer to share his or her life to others as well as his or her beliefs that may guide humanity.

Autobiography resembles a first-person narrative because both forms use the first-person point of view which is I and focus on something from the writer's personal experience. The emphasis of an autobiography is always its author or writer.

In an autobiography, the writer's opinion is also included as the whole story talks about everything significant about him including his or her own opinion. However, it is good to know the kinds of opinion to classify the writer's outlook and for you to make a better judgment in characterizing the characters in the autobiography.

Kinds of opinion

1. **Balanced opinion.** This is a kind of opinion that does not take sides and it considers both situations equally. It tries to discuss or consider both sides in order to maintain



equity. Example for this is when you talk about the good things about women, good things about men should also be brought out.

2. One-sided opinion. From the terminology itself, it gives an idea that this gives much weight on one side only. There is bias treatment as it does not consider the other side. An example for this is when a person says that men are better than women.

3. Extreme. Extreme opinion is something that is not likely to be changed as they are mostly believed to be true since they started to understand things. A good example for this is the opinion of other people that abortion is wrong and unacceptable but suicide bombing is correct and can be considered as this is one of the practices of some groups.

4. Undecided. Undecided opinion comes when a person has less or no prior knowledge about an issue or when the topic is never thought about. Usually, skeptical people also give undecided answers as they are doubtful about the subject. For example, when you are asked of your opinion about the issues brought out against Prime Minister Peter O'neil, but you have no idea about it, you might throw an undecided thought to answer the question.

Identifying the kinds of opinion is important; however, it is also equally important to improve your skill in understanding the meaning of words in different ways.

The following strategies may help you understand the text that you read.

1. Paraphrasing. It is using your own words to express someone else's ideas whilst still presenting the main ideas of the original source. When you paraphrase, it is important to still credit the original author or a statement or a terminology.

2. Incidental learning. This is a strategy where you have to understand the meaning of a word through the help of the surrounding words in the sentence of in the text, or what is called context clues. The surrounding text can lead you to imagine and figure out what a particular word means.

3. Root analysis. This is another strategy where you need to identify the root word of a term. It is also important to know the meaning of the prefixes and suffixes because when they are added to the root word, another meaning is formed.

4. Use of dictionary. This is what many students and readers do. When they come across an unfamiliar term, they get a dictionary, locate the word and read its meaning.



Reading Activity

Read an excerpt of the autobiography below then answer the activity questions that follow.



A Thousand Coloured Dreams

By Josephine Abaijah

Chapter 2: The Awakening

Port Moresby: dry scale on the lush, rain drenched coast of Papua. Logical capital. Harbour for foreign ships. Land for foreign houses. Power for foreign machines. A short haul from Australia. Capital of hope, money and violence. Natural beauty unadorned. An unvirgined girl, from dainty Misima and lonely Australia, I arrived in Port Moresby with a heart wide open.

Due to the efforts of an Englishman, Dr. Walter Strong and an Australian, Dr Eric Wright, medical education in Papua was years ahead of any other like endeavor. D Strong was dead. He spent his final years in a Papuan village in the Central Province of Papua and died close to the thing he loved. In death, he confirmed his **eccentricity**, to many Australians, by leaving money for the future university education of Papua students in Australia.

Because of the work of these men, I found myself, suitcase in hand, **trudging** up a goat track that led to the newly established Papuan Medical College in Port Moresby – my home for the next few years. I had never heard of the Papuan Medical College before coming to Port Moresby, as it was only a year since it is founded. This was to be the first year for the education of medical doctors in Papua and New Guinea.

The first buildings that I came to were the temporary Halls of Residence for female students. Temporary, because everything was temporary at that stage of the Australian administration. For the immediate purpose of ‘handing over’ the Australian thought soft wood was as good as hard concrete; also it was more readily available. The Papuan Medical College and the Port Moresby General Hospital, which were a joint concern, were built on a stony rise overlooking a sea of swampy mud known as Boroko. The Halls of residence were a few low wooden sheds behind a tall, chain wire fence. Modern, cement brick buildings were to come later.

Miss Hordern was the first Australian I met in my new world. I met her as I was making my way along the chain wire fence that enclosed the dormitories. It turned out that she was the colonial who directed and advised new students while they were settling in. She told me where to report and what to do and questioned me curtly about my education. Miss Hordern has stayed on in Papua because she had many Christian friends here and she wanted to help the natives. In the church circle she mixed in, everyone had a common interest in the natives. Saving the natives of Papua was an exciting adventure that **engendered** a sense of purpose into the participants that was not easily found elsewhere.

Miss Hordern took an instant dislike to me. She had never met a Papuan girl who had spent four years at a high school in Australia. To her I was some sort of competitor. A threat to a Christian tradition of hundreds of years of balmy colonialism.

‘Where did you go to school, Josephine?’

‘M last school was in Queensland, Mrs, er...er....’



‘Miss Hordern, thank you. What class did you go to, Josephine? Josephine is your name isn’t it?’

The rule was that all colonials were addressed by their surname, suitably prefixed, while all natives were addressed by their given name, unadorned.

‘Yes I am Josephine. Josephine Abaijah, Miss Hordern,’ I replied, chanting an old, familiar tune.

‘And what class did you say you went to Josephine?’

‘I did not go too very far at school, Miss Hordern. I only completed four years at high school.’

Miss Hordern was obviously relieved, as the news could have been worse, and she continued her recitation in a softer voice.

‘What did you think of Australia? Did you like Australia? You must have found the food strange after what you were used to?’

The conversation continued along familiar lines with appropriate nods and sounds of approval from me, until it **spluttered** to a quick end when I politely enquired of Miss Hordern, her schooling and her endeavours. This was the standard method of ending such conversations with foreigners after the time limit, demanded by custom, had been exceeded.

This was my first and last conversation with Miss Hordern. Despite year of contact and efforts on my part to be friendly, and a non-contestant, we remained enemies to the bitter end. This was my first meeting with Miss Hordern in Port Moresby but, in the years to come, I found that the capital city of PNG was liberally sprinkled with such fading flowers of white colonialism.

As I left Miss Hordern, dejected and apprehensive, a loud masculine voice parted me from my bleak thoughts.

‘Hey there! Miss Josephine Abaijah. You are Miss Abaijah?’

I defensively wheeled around to confront the owner of the loud voice who had addressed me in this unexpected manner. Before me stood a short an in a medium build, blue eyes, fair hair and simply clad in colonial **garb** of white shirt and khaki shorts. By his exclusive attention to me and obvious confidence in what he was doing, he communicated to me that, in his scheme of things, I was important. Before I could fumble out some inadequate affirmative as to the correctness of my name, he boomed on:

‘I’m Dr Dina, Dean of the Papuan Medical College. We’ve been expecting you. How do you like the place?’ he shouted as he covered the wire fence and the wooden sheds with an expansive wave of his arms. ‘You will like it after you get over the first shock. By the way, I hear you want to be nurse. Forget about it. You are going to the medical school to train to be a doctor.’



I did not say a thing but I felt my **veneer** Australian manners was melting away and that I was stripped down to my native brown skin. I felt warm, comfortable and wanted. Obviously disinterested in initial student responses, Dr Dina uninterruptedly continued:

‘The first year of the first medical course ever, in this country, begins next week. I’ll see you again tomorrow and, in the meantime, if there’s anything at all you want, just give me a shout and let me know.’

With a big wave and without waiting for any response from me, he turned and was gone. Gone also were Miss Hordern’s hostility and rejection. Dr Dina’s words continued to drum in my ears and I was glad that I had time to think, a very important element to a Papuan. My foreign **veneer** was stripped from me and I was a timid, naked Papuan girl. I was going to be a doctor and not a nurse. What difference did it make to me? The doctor seems to have tickets on himself but he made me feel like a Papua wants to feel and not like a miserable, third rate Australian. I felt that I was wanted and respected.

I was not sure of Dr Dina or his words but I was sure that this was no usual man. He knew me and took me for granted without letting me speak a word. I wondered if I would ever know him. At times in my life I had felt compulsions that made me feel that I had to make certain decisions and follow certain actions. A spirit or a voice worked within me and I had complete confidence in the direction. No matter what the sacrifice to me at the time, I could not deny it. This feeling came on me now and although I had never met this Dr Dina in any proper fashion, I knew, intuitively, that he was going to play an important part in my life. An empty space in my heart had been tenanted. I was attracted to him, not as a man as I did not know him, but as a direction, a compulsion of the spirit.



Learning Activity 2

- A. **Vocabulary test:** Give the definition of each of the words below (and are also highlighted in the passage above) using the indicated strategies in unlocking the meaning of a word. Write your answers on the spaces in the table. The first is done for you.

	Vocabulary	Vocabulary strategies	
		Incidental learning	Use of dictionary
1.	eccentricity	being unusual	odd, unusual or strange behaviour
2.	trudging		
3.	engender		
4.	splutter		



5.	garb		
6.	veneer		

B. Identification: Identify what kind of opinion is stated in each item below. Write your answer after each statement.

Opinion statement	Kind of Opinion
1. To her I was some sort of a competitor. (This is what Josephine thought of Miss Hordern in paragraph six.)	
2. This was the standard method of ending such conversations with foreigner after the time limit, demanded by custom, had been exceeded. (this is found in paragraph 16)	
3. I was not sure of Dr Dina ... He knew me and took me for granted without letting me speak a word. (This statement is found in paragraph 25.)	

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

Comprehension questions: Read the questions below and circle the letter of your answer.

- What does the title mean based on the context?
 - the waking up from sleep
 - opening of one's eyes
 - the act of developing
 - the act of changing
- What did Josephine have when she came to the capital that may helped her adjust and pursue her dreams?
 - her determination
 - Dr Walter Strong
 - her certificate in high school
 - her open heart
- What kind of feeling did Dr Dina give Josephine?
 - feeling of confidence
 - feeling of being wanted and respected
 - feeling of having a friend
 - feeling of being secured and accepted



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

Let us now move to our next topic.

12.2.1.3 Social and Historical Contexts of an Autobiography

An autobiography is not only written to tell the story of a person but it also aims to communicate a **social and historical** detail and lesson. I believe that the present is from the past and that whatever wrong done in the past must not be repeated in the present because the present is where the future will depend on.

An individual is a part of the society and whatever is written by that individual in his or her autobiography will always carry the colours of the society where he or she belongs to.

Social context refers to the immediate physical and social setting in which people live or in which something happens or develops. It includes the culture that the individual was educated or lives in, and the people and institutions with whom they interact (Wikipedia).

Historical context refers to the moods (state of mind), attitudes and conditions that existed in a certain time. This means that time factor in the past, the setting, the occurrence, the behavior of the character and the mood are important in order to understand its historical situation or perspective.

Literary Devices of Autobiography

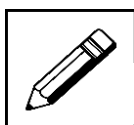
- 1. Characters.** They are well developed in detail and are true-to-life. They are revealed by what people in the story do, think and say what other say about them; and how others interact with them.
- 2. Characterisation.** It is the author's way of developing the characters. It is the writer's way of revealing the character's personality by telling the reader what the character says, feels or thinks.
- 3. Setting.** This is describes as the time and place vividly described in the story.
- 4. Chronological Order.** It is the order in which real life events occur and the order in which most writers of autobiographies tell their stories. Often events are arranged from childhood to adulthood.
- 5. Point of View.** This is the perspective from which an autobiography is written. They are told from the first-person point of view and use the pronouns I, me and mine.
- 6. Descriptive Details.** These create a picture with words that appeal to one or more of the five senses – sight, hearing, touch, taste, or smell.
- 7. Theme.** This refers to the universal truth or the central message or idea that an autobiography or a story generally reflects.
- 8. Author's Purpose.** It refers to the writer's reason for writing. Often, writers of autobiographies want to make sense of events in their lives and t communicate an



important personal statement about life. They may also want to give credit to people who influence them.

9. Tone. This shows the attitudes towards the subject and towards the audience in a literary work. Tone can be formal, informal, intimate, solemn, somber, playful, serious and ironic or many other possible attitudes the work may reflect. This can be shown in the way the writer present the work and the language used.

10. Mood. This is produced through the use of setting, theme, voice and tone. It is the feeling or atmosphere created by the literary work and what the work wants the reader to feel. If the writer would like the reader to feel fear, the writer must create a frightful setting with terrifying descriptions.



Learning Activity 3

A. Using the excerpt from the autobiography of Josephine 'A Thousand Coloured Dreams' in the previous lesson, answer the questions that follow. Write your answers on the blank spaces provided for you.

1. Give a two-sentence description of the social context of the excerpt.

2. List down two sentences from the passage that shows a historical context.

3. What does the excerpt present as its theme?

4. From your own analysis, give at least two reasons why the author added this experience in her autobiography.

C. Identify the literary devices used based on the following sentences. Write your answers on the blank spaces provided for you.



1. Port Moresby: Harbour for foreign ships. Land for foreign houses. Power for foreign machines.

2. Capital of hope, money and violence.

3. The Halls of Residence were a few low wooden sheds behind a tall, chain wire fence.

4. The rule was that all colonials were addressed by their surnames, suitable prefixed, while all natives were addressed by their given name, unadorned.

5. I was attracted to him, not as a man as I did not know him, but as a direction, a compulsion of the spirit.

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

There are different types of essays but in this unit, you are going to learn what an analytical essay is.

12.2.1.4 Writing an Analytical Essay

Analytical essay is where you analyse, examine and interpret such things as an event, poem, book, play or other work of art. It is a writing that has a more narrowed focus. Analytical essays usually concentrate on **how** the book or poem was written—for example, how certain themes present themselves in the story, or how the use of metaphor brings a certain meaning to a poem or story.

With the above explanations, analytical essays are written in order to give the reader a clear view of ideas from careful analysis, done with clear sense of opinion as the analysis is given with support and evidence or facts.

In short, this type of essay requires you to look at the smaller parts of the work to help shed light on the larger picture. An example of a prompt that is focused for an analytical essay—Analyze the theme of sacrifice in the **Harry Potter** series.

Steps in Writing an Analytical Essay

Prewriting for Your Essay



1. **Understand the objective of an analytical essay.** An analytical essay means you will need to present some type of argument, or claim, about what you are analyzing. Most often you will have to analyze another piece of writing or a film, but you could also be asked to analyze an issue, or an idea. To do this, you must break the topic down into parts and provide evidence, either from the text or film or from your own research that supports your claim.
2. **Decide what to write about.** You have to think of a concept to discuss in your topic. It may be the characters characterization, it may be the theme of a literary piece and so on. For example: Explore the concept of sacrifice in the movie series **Harry Potter** or if you are writing about a historical event, try focusing on the forces that contributed to what happened or if you're writing about scientific research or findings, follow the scientific method to analyze your results.
3. **Brainstorm.** It is the process of gathering ideas and considering them from as many angles as you can.

How to Brainstorm?

- a. Look for repeated imagery, metaphors, phrases, or ideas. Things that repeat are often important. See if you can interpret as to why these things are so crucial.
 - b. How does the text work? If you are analyzing a creative work, consider things like imagery, visuals in a film and other literary devices used. If you are analyzing research, you may want to consider the methods and results and analyze whether the experiment is a good design.
 - d. A mind map can be helpful to some people. Start with your central topic, and arrange smaller ideas around it in bubbles. Connect the bubbles to identify patterns and how things are related.
 - e. Good brainstorming can be all over the place. Do not discount any ideas just yet. Write down any element or fact that you think of as you examine your topic.
4. **Come up with a thesis statement.** The thesis statement is a sentence or two that present the main idea of the essay. It tells the reader what your essay will be about. Make sure your claim should be in your thesis statement.
 5. **Find supporting evidence.** Depending on your assignment, you may need to work only with your primary sources (the text or texts you're analyzing) or with primary and secondary sources, such as other books or journal articles. Good evidence
-



supports your claim and makes your argument more convincing. List out the supporting evidence, noting where you found it, and how it supports your claim.

Example of supporting evidence: To support a claim that sacrifice is prevalent in the series movie Harry Potter, look at the parts of the movie where the events portray sacrifice, the acts themselves, as well as the reactions to those acts of sacrifice.

6. **Make an outline.** An outline will help structure your essay and make writing it easier. Be sure that you understand how long your essay needs to be. Structure your outline accordingly.

Writing Your Essay

1. **Write your introduction.** Your introduction should give your reader background information about your topic. Try to make your introduction engaging but not too overenthusiastic. It is best to simply state your claim. Also avoid dramatic introductions. In general, do not use the first (I) or second (you) person in your essay. State your thesis, generally as the last sentence in the first paragraph.
2. **Write your body paragraphs.** Each body paragraph should have 1) a topic sentence, 2) an analysis of some part of the text and 3) evidence from the text that supports your analysis and your thesis statement. A topic sentence tells the reader what the body paragraph will be about. The analysis of the text is where you make your argument. The evidence you provide supports your argument. Remember that each claim you make should support your thesis.
3. **Write your conclusion.** Your conclusion is where you remind your reader of how you supported your argument. Some teachers also want you to make a broader connection in your conclusion. This means that they want you to make a bigger world connection. This could mean stating how your argument affects other claims about the text, or how your claim could change the view of someone reading the text you analyzed.

Finalizing Your Essay

1. **Proofread** (edit or correct) **your essay for spelling or grammar mistakes.** A paper that contains many mistakes generally gets a lower grade than one that has been proofread and polished. Run a spell check, look for erroneous sentences, and check for punctuation errors.
2. **Read your paper out loud.** Reading out loud helps you find places in the essay that might sound awkward. This is also a great way to find sentences with errors that you might not have noticed before.
3. **Make sure that all characters, titles and places** are spelled correctly.
4. **Ask someone else to read your paper.** Is there anything they think you should add or remove? Do they understand the point you are trying to make?



Parts of an Analytical Essay

1. **The introduction paragraph.** This tells the reader what text or texts you will be discussing. Every literary work raises at least one major issue. Here, you will also define the idea or issue of the text that you wish to examine in your analysis. This is called the thesis statement or the research question. Narrow the focus of your essay.
2. **The analysis of the text.** The issue you have chosen to analyse is connected to your argument. After stating the problem, you have to present your argument. This is the longest part of the essay.

Here are some steps in analyzing the text:
 - a. State the problem.
 - b. Present your argument after stating the problem.
 - c. Pay attention to the stylistic device to convey some specific meaning.
 - d. Decide if the author accomplishes his or her goal of conveying his ideas to the reader.
 - e. Support your assumptions with examples and reasonable explanations.
3. **Your personal response.** This shows a deeper understanding of the text and by forming a personal meaning about the text you will get more out of it. Do not only have positive response, give an honest response because the key word in doing an analytical essay is to be critical. Personal response in the essay should be based on evidence taken from the essay.
4. **The conclusion.** It should explain the relation between the analysed text and the presented argument.

Sample **Analytical Essay Outline** with definitions for each part:

I. Introduction

A. Hook

The **hook** is a statement that is interesting or surprising. You can achieve this by asking a rhetorical question, giving some relevant statistics, or making a statement that is unusual or controversial.

For the **Harry Potter** example, the hook may read: Since the publication of the first book in the Harry Potter series, **Harry Potter and the Philosopher's Stone**, some Christian groups have attacked the books for promoting witchcraft. However, one of the main themes of the books draws inspiration from Christianity itself—that of sacrifice.

B. Thesis statement

This contains the main point or the claim the writer wants to discuss in his or her essay.



Again for the Harry Potter series, the thesis statement may read: The theme of sacrifice is prevalent throughout the series and is embodied as sacrifice for the greater good, sacrifice for an ultimate gain, and sacrifice to keep a promise.

Now the points presented in the thesis statement will then be discussed in the body of the essay.

C. How you are going to prove the thesis.

This time, you need to back up your thesis. You have to let the reader know that you wanted to analyse the instances or events where sacrifices are done to support your thesis. These points will be the building blocks of the body paragraphs.

Here are some tips in writing the body of your essay before you will see the continuation of the outline.

1. Develop a strong topic sentence. Each topic sentence in each body paragraph of your analytical essay outline should tell the reader exactly what that section is going to be about.

The first body paragraph might start with, **Harry Potter is willing to fulfill prophecy and make the ultimate sacrifice—that of his life—in order to save the rest of the wizard world.**

2. Make your claim. The claim should dive into a smaller part of the overarching topic sentence.

The topic sentence I gave can be broken down into several smaller claims—that Harry knew that he was fulfilling prophecy, that he was actually willing to die, and that his death would be of profound significance.

3. Provide evidence from the text to support or tie to your claim. You can't just go around making claims without any support. You can use quotes or paraphrase parts of the text to add evidence.

For evidence that Harry knew that he was fulfilling prophecy, you could cite the instance in the hall of prophecies with the quote, "and either must die at the hand of the other for neither can live while the other survives."

4. Tie that evidence to the topic sentence. You have to make it absolutely clear why you included the evidence. If you don't, your analytical essay runs the risk



of being a summary.

For example, with the citing of the prophecy, I would tell the reader that Harry and his friends found said prophecy and figured out that it had to be about him (although there are objections that it could've been referring to Neville, but we'll leave that out of this example). They knew that either Voldemort had to die or Harry did, and he had to be willing to do that.

II. Body paragraph

A. Topic Sentence

This sentence expresses the main idea and defines the scope or coverage of the paragraph. This means nothing else should be written in the paragraph that is not related to the topic sentence.

1. Claim
2. Evidence
3. Tie to the topic sentence

III. Body paragraph

A. Topic Sentence

1. Claim
2. Evidence
3. Tie to the topic sentence

IV. Body Paragraph

A. Topic Sentence

1. Claim
2. Evidence
3. Tie to the topic sentence

Note: the number of paragraphs in the body is not necessarily three. You can have two or more than three paragraphs depending on how many points you are going to discuss.

B. Conclusion – It is the restatement of the main points that leave reader with sense of closure. In writing the conclusion, you have to be very careful- you have to restate not to copy the same statement as stated in the introduction and the body of your essay.

For example, you may write this in the conclusion: There are many motivations behind sacrifice—to help others, to help oneself, or to keep a promise to a loved



one—and J.K. Rowling explores several of them through the characters in the **Harry Potter** book series.

This is not the full conclusion of course but it is written to fill out and give the reader a sense of closure. You can relate the theme to the real world or end with a final quote from the text or the author.

Note: This is just an example so it is you to decide how many body paragraphs and topic sentences you will be writing in your essay as long as the parts and content are complete and coherent to each other.

Below is an example of an analytical essay written by a student based on the following instructions given by the examiner:

Time limit: 45 minutes to write on the following topic.

Please read and think about the following two quotations:

1. "Organized charity is doing good for the good-for-nothing people."
2. "Charity is a helping hand stretched out to save some from the inferno of their present life."

Write an essay on the above two statements in three parts as follows:

1. Compare the statements. Explain what the two statements have in common and how they overlap.
2. Contrast the statements. Explain how the two statements differ.

Take a position with regard to the two statements by choosing one or mediating between them, and support your view with an example from your own observation or experience.

The two statements address an identical topic. That is, they address charity, which might be defined as--the act of giving something of value, without the expectation of something in return. Further, the two statements address the receiver, the person or persons to whom the charity is directed.

That the two statements both give equal weight to the meaning of charity is evidenced by the descriptions "doing good," and "hand stretched out to save." These descriptions both illustrate the beneficence of the act of charity, that it is in one act, both a recognition of need, and an attempt to fulfill that need. They both paint a picture of goodness, honor and sharing on the part of the charity giver.

Contrary to these similarities, the two statements are in stark opposition to the beneficiary's status in society. The first, calling the receivers "good for nothing people," depicts vagrants, bums, and worthless flies, fouling the smooth-flowing surface of society. The second, seeing the receivers as involved in an "inferno," brings to mind visions of lost souls, wandering homeless and possessionless in the Dante-esque hell of a society which measures a person's worth by his wealth.



Another contrast between the two statements, more subtle yet intuitively strong, is that the benefactor, the charity-giver, attains an even higher degree of honor when he gives to one in true need, than when his sharing is enforced, by taxes, social pressure or inherited response. The first statement speaks to the latter of these, the second to the former. Thus, the second statement not only attributes a higher character to the beneficiary, but also to the benefactor whose actions are performed from the heart.

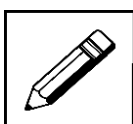
Although the truth, as always, lies in the middle ground, between these two extremes, I am more inclined to the second statement. I have felt some degree of sympathy to almost every destitute, penniless or homeless person that I have met. Hobos, bums on trains and the road, are there usually as a result of a fallen thread in the Fates' tapestry or a falling out with society. Some would not accept a handout if offered, demanding to perform work in exchange, while others are every way deserving of a handout, refusing formal governmental welfare.

The poor of the urban slums are, the vast majority of the time, victims of a society which has entrenched them in a lifestyle from which it is virtually to lift themselves out. These are the ones which are most aptly described as falling to an "inferno" in their present life. That society is obligated to providing charity to these victims of its own hand is just.

I have observed examples or persons receiving charity who simply in the act of accepting it, belie a certain "good-for- nothingness." These are usually persons who would be affluent other than for a desire to catch a free ride on societies' back. A part-time employed student, relaxing for the summer at the taxpayers' expense is one example which stands out in my personal experience.

Still those in the category of good for nothing are a minute proportion of those receiving charity. With an optimistic view of the situation of mankind, one cannot deny the value of charity not only to those receiving it, but to the world in general.

Now it is your turn to write your own analytical essay.



Learning Activity 4

Pick one of the short stories you have read in the past and write an analytical essay based on that story. Make use of all the information you have learned in writing an analytical essay. Write on the spaces provided for you.

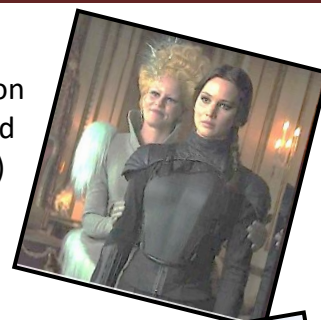


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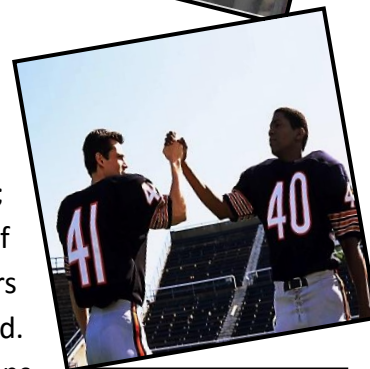
Check your answers at the end of the unit before proceeding to the next part. The next topic that we are going to discuss will be on Biopic.

12.2.1.5 Biopic Analysis

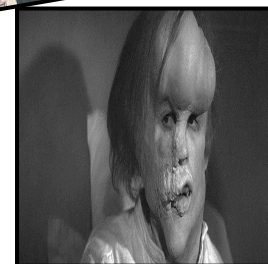
Biopics or biographical film is a term derived from the combination of the words **biography** and **pictures**. These films depict and dramatise the life of an important historical personage (or group) from the past or present era. Sometimes, historical biopics stretch the truth and tell a life story with varying degrees of accuracy.



A **biopic** is a movie made for theatres or for television that dramatises some one's life story. It is about someone's life story which means that the person's life details must not be changed or bent. They must be shown exactly as they should be; however, some consider that a biopic, from a historical point of view, is likely to fudge truths at times. This is because directors need their films to create drama in a relatively short time period. Most written biographies have details that many historians consider important but from a cinematic sense, they may not be considered equally important.



Virtually every biopic plays with the truth at some point. Filmmakers argue that it is necessary to do so in order to produce art that is also marketable. Historians or biographers, however, may shake their heads in disagreement as biopics must show the truths as they happened.



Elements of a Biopic

1. **Motivating Episode.** This is a part of a biopic or biographical film that shows the characters goals and chosen path and their actions to reach their goal and make a firm choice to follow their dream.
2. **Montage.** It is a technique which uses rapid editing, special effects and music to represent compressed narrative information.
3. **Flashback.** It is an action that interrupts a present event to show an event that happened at an earlier time which is necessary for better understanding.
4. **Framing devices.**
5. **Narrative structure.** This is generally described as the structural framework that underlies the order and manner in which a narrative is presented to a reader, listener or a viewer. The narrative structures are the plot and the setting.
6. **Costumes.** This refers to what the characters wear in distinctive style that reflect their class, gender, profession, ethnicity, nationality, activity or personality.



7. **Lighting.** This is the use of lights to achieve a practical and aesthetic effect. Some lights are used to show daylight or to show an evening or night time effect.
8. **Cinematography.** It is the science or art of motion picture photography by recording light or other electromagnetic radiation, either electronically by means of an image sensor, or chemically by means of a light-sensitive material.
9. **Sets.** This refers to where and when the actions happen in a film.

Below are examples of brief biopic analysis that depict a historical background of China and of a man with a disfigured face.

The Last Emperor (1987)

The last emperor of China, Puyi, spends his youth and young-adulthood in unparalleled luxury, is imprisoned by the Red Army, and becomes a gardener under Mao's regime in a dazzling epic by director Bernardo Bertolucci. The photography is breathtaking, the subject is exotic and intriguing, and the history lesson is subtle as this film comes full circle, beginning and ending at the Forbidden City.—*Joan Radell*



The Elephant Man (1980)

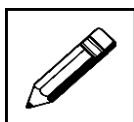
David Lynch melds history and art in the true story of severely disfigured John Merrick, known as "The Elephant Man," and his physician Frederick Treves. Abandoned by his parents and exhibited as a side-show freak, Treves rescues Merrick from squalor, educates him, and allows him to become the toast of London. Filmed in black and white, the film is a triumph of cinematography as well as prosthetic makeup design. By film's end, we feel Merrick's exhaustion and depression as he gently slips away, reminding us that there are many kinds of exploitation.—*Joan Radell*



Steps in writing an analytical essay



1. **Build strong and intriguing introduction.** This is where your paper starts, so it should create a positive and assertive first impression to the audience or the reader. It can begin with a quote or an expression related to the text you are analyzing, an interesting fact or a figurative statement.
2. **End your introduction with a thesis statement.** This statement will usher or guide the writer on what to write in the rest of the essay.
3. **Develop convincing body paragraphs.** This is where you give evidence for your argument. Refer to the lesson in 12.2.1.4 on how the details in the body of a paragraph should be organised.
4. **End with a firm conclusion.** Sum up your overall paper in the last paragraph. It should drive home all the major points you have made in the foregoing elements of your analysis but not to forget the implications of your arguments in your analysis. Be careful in writing the conclusion. Take note on the following points: do not reiterate points repetitively, give suggestion/s and draw connections between genre and context.
5. **Write in the present tense.** Regardless of the time the film was shown, voice it in the present-day terms.
6. **Use literary terms.** This will make your analysis a well-thought one. Examples are:
 - **Allusion:** Indirect or brief reference to well-known characters or events.
 - **Irony:** A reference to how a person, situation, statement or circumstances not as it would actually seem.
 - **Metaphor:** A type of figurative language in which a statement is made that says that one thing is something else but, literally, it is not.
7. **Do not summarise the plot.** Remember that your paper should contain your analysis not your summary of what happened in the movie.
8. **Do not plagiarise.** Any source of information must be recognised within the essay or after the essay.
9. **Edit and polish.** Check for all grammatical and technical errors in the essay. Let someone edit your work then finally, review every part of your analysis.



Learning Activity 5

Write an analytical essay based on any of the movies about the life of popular or historical people. One of the movies that can be used as subject for analytical essay is the movie



Guidelines in writing a biopic or biographical film analytical essay.

1. Watch a movie about a famous person or a historical event or any movie available.
2. Know the writer of the biopic as well as the main characters of the movie.
3. While watching, take note on the elements of a biopic applied in the movie.
4. Choose two or three of the elements for you to focus your analysis.
5. Discuss each element used in separate paragraphs. In the discussion, you have to write your observations about it, its positive or negative characteristics, its affectivity and your comments.
6. Your essay should have the complete parts: introduction, body and conclusion.

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Let us now move to the next topic.

12.2.2 LITERARY ANALYSIS

12.2.2.1 How to Use the Six Thinking Hats to Improve Your Thinking

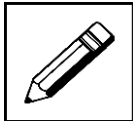
Edward De Bono is a thinker and an educator who devised a simple but useful way of examining situations from different viewpoints, metaphorically expressed as wearing different coloured hats. This is called **The Six Thinking Hats**.

	The White Hat calls for information known or needed. It calls for the facts, just the facts . Gather details about the title, director, setting, characters and their actors, the story line.
	The Yellow Hat symbolizes brightness and optimism . Under this hat you explore the positives and probe for value and benefit. Focus on filming techniques used to create a certain mood or atmosphere.
	The Black Hat is judgment - the devil's advocate or why something may not work, all the negatives . Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused. In this colour, make comment on unsatisfactory aspects of the film such as unrealistic scenes, weak characters, pops or costumes, an unsatisfying ending, unsuitable or out-of-character object captured by mistake and suggest how the film could be better
	The Red Hat signifies feelings or emotions, hunches and intuition . When using this hat, you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.
	The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It is an opportunity to express new concepts and new perceptions. In this colour, you have to know the answer to the following: • What is the main point the film is trying to get across to the audience – in other words, the theme? • What techniques (for example, through characterisation, cinematic techniques and graphics) are used to convey the theme? Mention evidence for these. Are there any symbol in the film? For example, characters or things that represent evil, seasons that represent new beginnings or passing of time and so on.
	The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats are followed according to guidelines presented. It also gives the concluding part or the synthesis where it weights all other hats whether they have addressed the right or proper issues.



Elements of a Video

1. **Visuals.** It is in visuals where the audience sees the various visual aspects of video. Every single shot, whether with a camera or animated, is framed or crafted to look a certain way.
2. **Sound or Audio.** It complements the visuals in the video. This adds more life to the visual aspect of a video.
3. **Color.** This gives an overall feel to any visual work and can give off subtle impression to the audience. If colored videos are compared to the old black and white, we can say that colored videos are more attractive especially to the young viewers.
4. **Movement.** This makes photographic stills appear to move similarly to real life. Nowadays, there are videos come in 2D, 3D and videos that look real objects aside from videos acted by real people.
5. **Emotions.** The video or film should carry huge emotion because this is a medium that persuades its audience.



Learning Activity 5

Identify the color of hat where each item below belongs. Write your answers on the blank spaces provided for you.

1. The theme is clearly expressed. _____
2. There is expression of anger and love. _____
3. Josephine Abaijah is an author. _____
4. She is being hopeful of something. _____
5. The ending is unclear. _____
6. One important information for white hat is missed out. _____

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

12.2.2.2 Applying De Bono's Six Thinking Hats Approach to Film Study

Before we proceed with application of the **Six Thinking Hats**, let us know a little about Edward De Bono.



Brief Biography of Edward de Bono

Edward de Bono was born into a Maltese aristocratic family. His father was a renowned physician and his other was an intellectual journalist. He studied at St. Edward's College in Malta and nicknamed 'genius' and he graduated at the age of 15. He then obtained a medical degree from the University of Malta. He was a Rhodes Scholar at Christ Church, Oxford where he obtained a Master's Degree in psychology and physiology. He also holds a Ph. D. degree and a Phil degree in medicine from Trinity College, Cambridge a D. Des degree (Doctor of Design) of the Royal Melbourne Institute of Technology, and an LL.D. degree from the University of Dundee.

Edward de Bono established the Cognitive Research Trust (CoRT). He has written 82 books that have been translated into 41 languages. In 1995, Edward de Bono created the futuristic documentary film 2040- Possibilities, a lecture designed to prepare an audience of viewers released from a cryogenic freeze for contemporary society (2040). Edward de Bono has a range of 'deliberate thinking techniques' – that emphasizes thinking as a deliberate act. His techniques are used in organisations such as IBM and Dupont.

He is also famous for some of his quotes that reads: logic will never change emotion or perception and many highly intelligent people are poor thinkers. Many people of average intelligence are skilled thinkers. The power of a car is separate from the way the car is driven. He is also the one who devised the Six Thinking Hats.

The Six Thinking Hats and Film

The **Six Thinking Hats** are used after watching a film, so first, you have to choose a film to watch then write your observations using the different coloured hats. This will be your activity for this unit but let us discuss what a film is first.

What is a **film**? It is a story recorded as a set of moving pictures to be shown on television or at the cinema. There are many films that are produced since film was first discovered but let us have some examples from the 21st Century. They are the **Harry Potter**, the **Desert Flower**, the **Lord of the Rings** and many other movies of our time.

Before you study a sample analysis and application of the Six Thinking Hats, let us discuss the elements or literary devices of a film first.

Literary Devices of a Film

1. Theme. It is the central or dominating idea in a literary work (Holman, 443).



2. **Characters.** They are the people who populate a fictional story. Characters do not only refer to human beings but to animals and other objects that are given human characteristics.
3. **Flashback.** It is an action that interrupts a present event to show an event that happened at an earlier time which is necessary for better understanding.
4. **Foreshadowing.** It is the use of hints or clues to suggest what will happen later in the story.
5. **Sound Devices.** It is the stylistic technique that convey meaning through sound. The sound may make a film scary, happy or sad.

Refer to the discussion on the six thinking hats in 12.2.2.1 as you go through the analysis and application of De Bono's Six Thinking Hats on the film titled **Dances with Wolves** below.

- **White Hat: facts and plot of dances with Wolves**

Director: Kevin Costner

Made in: 1990; USA

Distributed by Orion Pictures

John Corban played by Kevin Costner

Stands with Fists played by Mary McDonnell

It is 1863 and the action opens during the American Civil War at Saint David's Field in Tennessee. John Corban (northern forces) defies death in a reckless ride across enemy firing lines and becomes a decorated war hero. He offers himself for frontier service and at Fort Hayes is relegated to a forgotten post, Fort Sedgwick, by a drunken and vindictive superior officer. At this fort, Corban is the only inhabitant and gradually befriends the Indians, and a wolf, while awaiting the arrival of the back-up troops. Over the course of a year, Corban becomes one of the Sioux, who name him 'Dances with Wolves'. He learns their language and their ways, hunts buffalo with them, help them against their marauding Pawnee neighbours, and marries Stands with Fists, herself a white captive who was raised by Indians. All this time, he awaits for reinforcements and expects to become a liaison agent to bring about understanding between the Indians and the soldiers. However, when reinforcements arrive, they are brutal, anti-Indian and have no desire for a peaceful resolution. After capture, rough handling and escape, Dances with Wolves makes his final personal choice and commits himself to the welcoming Sioux. The film ends with a note that 1 years later, the Sioux surrendered themselves and their lands in Nebraska (the modern state name), which marked the passing of the prairie frontier into history.



- **Red hat: emotions**

Scenes that move our emotions and are designed to make us sympathetic or antagonistic to characters and/or groups of people and their ways; for example, we feel

- disgust when Corban is beaten up by his own colleagues for establishing good relations with the Indians.
- Satisfaction when Corban chooses to take the Indian way of life his own

- **Green hat: themes and creativity**

The theme shows clearly that the Sioux were a sensitive people and had a complex and friendly culture, aside from defending themselves against aggressors (the Pawnees and the whites). Ironically they appeared to be much more civilized in their behaviour than the wits presented in this film, apart from Corban. The theme is of tolerance versus intolerance.

Symbols in the film:

Wolves: are loners, shy, hunters who sometimes live in packs; obviously symbolic of both Corban as an individual and the Indians themselves (note the significance of the title); buffalo stands for the Prairie Indian's way of life.

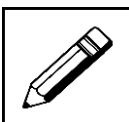
- Creative shots:
Corban's voyage to the prairie: the wagon amid the yellow hills, panoramic scenes of waving grass and beautiful countryside, silhouettes of the wagon and later of the wolves, stampeding buffalo through the evening fog.

- **Yellow Hat: positives**

- Humour: the travelling companion to Fort Sedgewick; the bad horse scene at the fort when Corban thought there were Indians sneaking around outside; the nude encounter with the Indians, and waving 'hi'.

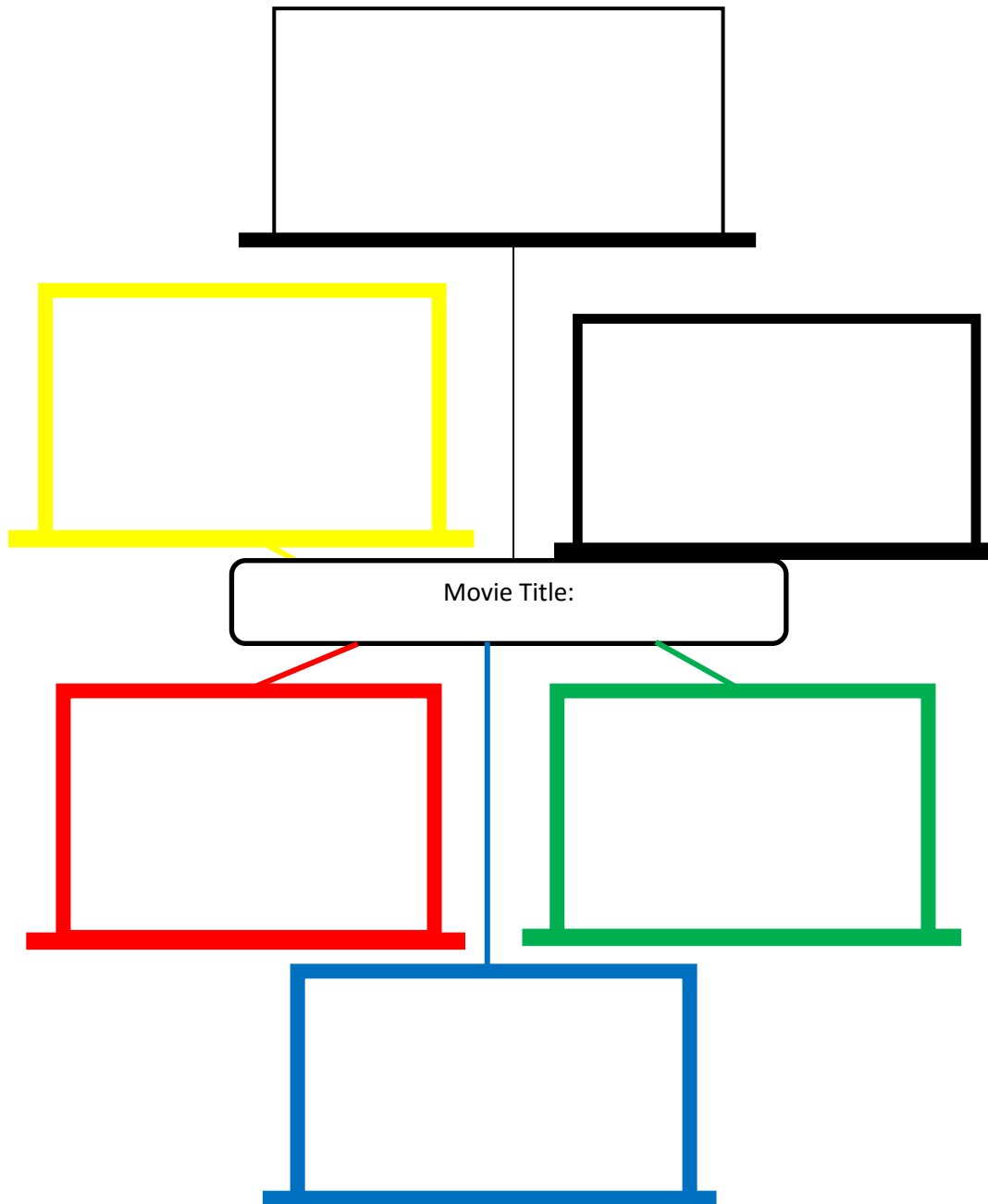
- **Black Hat: negatives**

- A dead elk in a waterhole on the prairies. Elk are mountain creatures and not found on prairies.



Learning Activity 6

From any movie that you have watched, identify which parts and elements of the movie or film belongs to each color. Do the activity by using a mind map below to indicate your answers.



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

12.2.2.3 Film Study

Films tell stories whether fictional or factual. **Films** are made to entertain people and these days, many producers use films to relay a very important message or to influence people. Not every film produced are successful. Some fail because of the inefficacy of the use of the literary devices needed to make a film worth watching.

Being watched is not where a film ends. It can be studied and evaluated for its positive characteristics and its flaws if there are any. In studying a film, literary devices used are evaluated.



Refer to the literary devices discussed in 12.2.2.2 as you study the film that you have previously watched.

**Learning Activity 7**

Identify and analyse the writer's use of literary device in one of the movies you have recently watched. Refer to the elements or literary devices discussed in 12.2.2.2 as you do this activity. Write your answers on the blank spaces provided for you. You may use the six thinking hats in your analysis.

Literary Device used	Analysis on the use of literary device
1. _____	_____ _____ _____ _____ _____ _____ _____ _____
2. _____	_____ _____ _____ _____ _____ _____ _____ _____
3. _____	_____ _____ _____ _____

[illegible]

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

Usually, when we watched a goof film, we recommend it to other people for them to watch. There are many ways for us to talk about the movie we watched to other people, to our friends or to our family and these ways are through personal conversations, chat online with someone distant to us, or through letters.

Now you are going to be asked to write a letter but before that, you should have a quick review of what a letter is and how it should look like.

**Letter writing**

Letter. It is a form of written medium in order to relay a message to its receiver. It can be formal or informal in form. They may also be written in block, semi-block or indented form.

Below are the parts of a letter in block form to guide you in writing a letter in the next activity.

_____ _____ _____ _____ _____	}	_____	Heading or Sender's name and Address
_____ _____	}	_____	Date
_____ _____ _____	}	_____	Inside Address or Receiver's name and Address
Dear Jeremiah,		_____	Salutation
SUBJECT: A FILM RECOMMENDATION			
_____ _____ _____ _____ _____ _____	}		Body
Yours Respectfully,	}	_____	Closing
			Signature over
Roland Toi	}	_____	printed name



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

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12.2.2.4 Motion Picture Analysis

Motion picture is also called a movie, a film or photoplay, is a series of still images which when shown on a screen, creates the illusion of moving images. It is created by photographing actual scenes with a motion picture camera; by photographing drawings or miniature models using traditional animation techniques by means of computer animation and combination of other visual effects.

Steps in analyzing a motion Picture

1. **Consider the story, the plot and the dialogue.** Did they keep you interested? Was it believable? Were you given information for you to follow along?
2. **Analyse the backstory.** Was it a low budget movie? What sort of work have the actors, producers and directors done in the past?
3. **Identify whether the acting worked well or not.** Did you believe the characters? This does not mean whether you like the characters portrayed or not, but refers instead to whether the acting helped you to believe the characters were real. Are the characters played well? Do they seem like real people? Have the actors have to change their body drastically?
4. **Examine the elements-the setting and background.** Does the setting fit the scene? Are the background actions distracting or do they steal your attention? Is it believable or way too fake?
5. **Assess the costumes and props.** What are the characters wearing? How does it fit the mood? Are the costume changes important and noticeable? How well did the props play in? Were they useful or too obtrusive? Are the costumes believable or are they distracting?
6. **Consider how the music fits in.** Is it distracting or too soft? Does it help the movie move along?
7. **Analyse the camera technique.** What sort of shots dos the director or cinematographer typically use? Why did he or she use them and what is the impact? What types of camera shots does the director or cinematographer use?
8. **Examine the pacing and the organization.** Does the movie flow well or is it choppy? Is it too quick or too slow? Was is in order or confusing?
9. **Start with an introduction.** Speak about the background, expectations, actors and filmmakers involved.
10. **Include a very brief summary of the plot of the movie.** Do not include details as you are only giving the summary of the important events that took place in the movie.
11. **Link your conclusion to your introduction.** Dis the film meet expectations? What is your overall verdict? Use your opinion backed up by good analysis and facts.



Reading Activity

Read the sample movie analysis below and answer the comprehension questions that follow.

Cross-Cultural Film Analysis - Gattaca

Length: 1219 words

Cross Cultural Film Analysis – Gattaca

Film Summary

Vincent is destined to be a second class citizen, conceived naturally, rather than in a laboratory. He is born into a world which discriminates against genetics, rather than religion, race or gender. In order to gain access into the Gattaca Corporation and reach his dream of going to Titan he takes on the identity of Jerome Morrow, a person with ideal genes but crippled from an accident. He uses Jerome's hair, blood, urine and skin to pass all tests and is set to reach his lifelong desire when the mission director is murdered. He inadvertently loses one of his own eyelashes at the scene and becomes the main suspect in the case. The killer is determined to be another of Gattaca's directors who is initially overlooked because his DNA profile indicates that violence is not in his nature. In the end Vincent takes off on his mission to Titan.

Discussion

Culture Shock due to contact with unfamiliar cultures (Stephen Bochner, 2003)

Culture shock is something that Vincent experiences as he makes the transition from a culture comprising of second class citizens to a culture of superiority as he takes on the identity of the genetically superior Jerome. The first stage of culture shock is the honeymoon period (Bochner, 2003). Vincent experiences this before he meets Jerome for the first time and thoughts of fulfilling his life-long dream are active. He then goes through a period of fear and denial where he is not confident and actually refuses to go ahead with the plan. He is talked around by the real Jerome, who needs the money to pay for his alcohol addiction, and prepares himself to lie and cheat just to succeed. Situations similar to this are played out in organisations regularly where people are prepared to lie, cheat and steal to gain success, typically financial success; and management must deal with effectively. As time goes on Vincent gradually adjusts to the new expectations of within the Gattaca Corporation. A cross-cultural obstacle that needed to be overcome was the difficulty that Vincent has in accepting himself as Jerome which is essential if he is to succeed within Gattaca and not give up his cover. This is overcome by the real Jerome referring to Vincent as Jerome when they spoke.

One thing that this framework does not discuss is the idea of never fully coming to grips with the new culture. The question I pose is: Can a person entirely take on a new culture or does their childhood culture remain with them for life? The film shows that people cannot fully accept a new culture and when forced upon them they show resistance. An example of this is when Vincent becomes aggressive towards one of the murder



detectives in fear of being proven as the murderer.

The implications of cultural shock for organisations can be seen when an employee is sent on sojourn, typically overseas, and needs to cope in an unfamiliar culture. Management could overcome some of these issues by educating the employee about the foreign culture and some expectations prior to leaving.

Software of the Mind (Hofstede, 2005)

Culture as mental programming: At the beginning of the film, during his childhood, Vincent's patterns of thinking, feeling and acting are established in his mind. He learns to accept himself as inferior to his genetically 'perfect' brother Anton. When he finds a way of living his dream and must take on a new identity (Jerome) he finds it difficult to unlearn this mental programming. However, a person's behaviour is only partially predetermined by their mental programming (Hofstede, 2005, p.3), and this is seen as Vincent deviates from his culture and creatively takes on the identity of Jerome. Hofstede describes culture as being derived from exposure to the world rather than from one's genes.

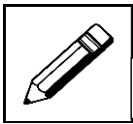
Hofstede discusses the possibility of intelligence being attributed to genetics and suggests that on the basis of ethnic groups it is difficult to come to a conclusion. In the film it is clear that within Gattaca there is wide acceptance that yes a person's genes do determine their intelligence. Vincent's interview for entry into Gattaca entails solely a genetic test and not a physical or mental assessment.

Manifestation of cultural differences: In the film we see the divergence of two very strong cultures. One belongs to the genetically gifted; and the other to the 'degenerates'. The ways these cultures have divided themselves is explained well by Hofstede's depiction of the 'skins of an onion' (Hofstede, 2005, p.6). The heroes in the film (the genetically gifted) are highly valued and show model behaviour to inferiors or naturally conceived people. Depicted as the more capable members of society the heroes display symbols which carry specific meaning such as formal hair styles and very professional, clean clothing. The heroes display rituals such as the day on the treadmill where they assert themselves superfluous to reaching a desired end as assessors are solely interested in genetic make-up rather than fitness.

Contrary to Hofstede's view that values are acquired early in our lives we see Vincent's values change significantly in the film. These values are a strong determinant of culture and as Vincent takes on the identity of Jerome he moves into the hero status of society, or as Hofstede describes it, from abnormal to normal (Hofstede, 2005). His move from second class status to hero status is a good example of how culture reproduces itself. His role models become the members of the Gattaca Corporation and he sees an opportunity to fulfil his aim in life. It appears that the hero's culture is growing as more and more parents are opting for gene selection of their babies.

**Stereotyping**

The culture within the Gattaca Corporation shows clearly the human tendency to stereotype. Assessors discriminate against new applicants with undesirable genetics rather than testing each person individually to determine their capabilities. Genetics gives them a preconceived opinion of how people will perform and people are rejected or accepted accordingly. A specific example of stereotyping in the film is when the actual murderer of the mission director is excluded as a suspect because of his genetics. This would suggest that the idea of selection of people with ideal genetics and reliance on this for behaviour of people may be major a cause of stereotyping, not just a result of it. The implications that this has for managers of organisations are that they need to be aware of their stereotypes and ensure that this doesn't affect their decisions or cause them to discriminate unnecessarily when dealing with people.

**Learning Activity 9**

Questions:



Learning Activity 7

1. In a single sentence, indicate the parts of the plot based on the summary given.

Exposition:

Rising Action:

Climax:

Falling Action:

Resolution:

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

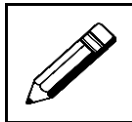


2. Write the aspects of the movie discussed in the essay. Write them on the table below.

Aspects	Discussion or description done in the essay

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

On the next page, you are just going to see pictures. I encourage you to let your creativity bloom as you write your own version of story out from the series of pictures provided.

**Learning Activity 11**

Below are photos from the movie titled 'Jungle Child.' The activity is divided into two parts:

- A. Write the summary of the story out from the pictures.
- B. After writing the summary, write your analysis based on the pictures and how these pictures can relay the story. (The pictures are numbered according to their order.)

1**2****3**

4



5



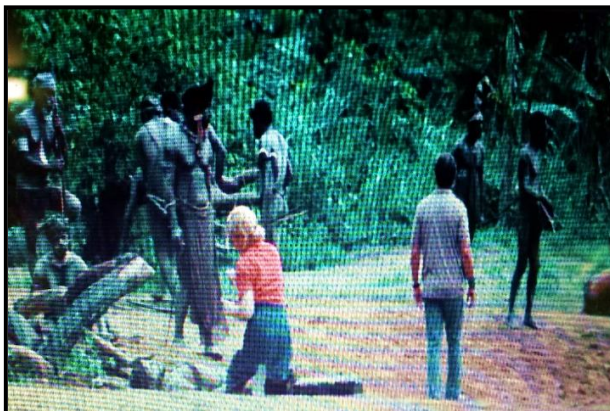
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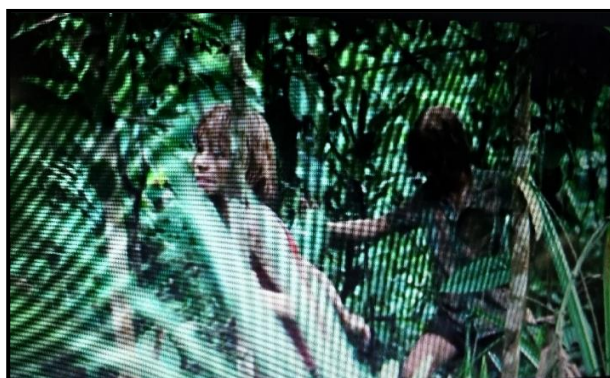
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9



10



11



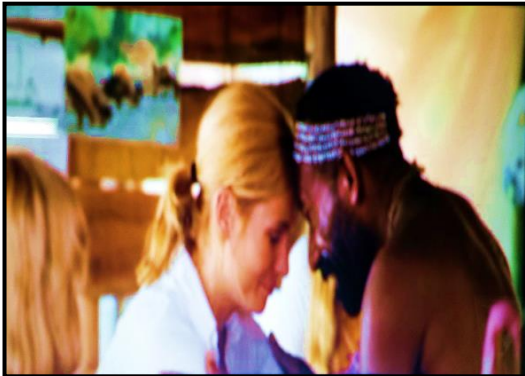
12



13



14



15



16



17



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B. Write your analysis here:



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

12.2.3 SCRIPTWRITING AND ADAPTATION

12.2.3.1 Scriptwriting 1

What is scriptwriting?

Scriptwriting is the art and craft of writing scripts for mass media such as feature films, television productions or video games. This is usually a freelance profession since many writers write on their own and present them to producers. If their scripts are qualified for the production of a movie, it will be taken and paid for movie production.

Scriptwriting is not done for nothing or for the manuscript to be kept in a cupboard, instead its main purpose is to show a story on a screen.

The Structure of a Script

1. The acts

Acts are the performances or actions done by the characters in a story. In scripts, they are usually divided into three acts, although some scripts only have a single act where everything is put together. Below are the three acts:

- **The first act** – It contains who the people are and what the situation of the whole story is.
- **The second act** – It is the progression of the situation to a high point of conflict and great problems.
- **The third act** – It is how the conflicts and problems are resolved.

2. The scene

The scenes are the vertebrae in the spine that has a setting, a time and something that is shown or that happens. Each scene should have a purpose. It should either move your character closer or farther from the writer's goal or should deepen the audience's understanding of the character or the situation. In this case, the writer should decide the central point of the scene then back it up a little where you will start your scene. It is prefaced with a heading that indicates whether the scene is



internal or external, where the scene takes place and the time of day – in that order.
For example: EXT. HOT DESERT – DAY

3. Scene header

It is the description of where and when the scene takes place. For example: The place is full of people. The air is filled with crowd's cheers and yells.

4. Character's name

It is first introduced in all capitals.

For example: WILLY WONKA welcomed the guests to his factory.

5. Dialogue

These contains the words of the characters. It is centered and begins with the character's name in capitals. Descriptions of the characters are put between parentheses on a line just under the character's name. Dialogue without quote marks comes next.

For example:

WILLY WONKA

(sarcastically)

So nice to see your smiling faces.

6. **Action.** It is the description of what characters do and what action takes place.

7. **Character tags.** These are special instructions for dialogue where the speaker is unseen.

For example: **OS** for a character who is **off-screen** in a different room, or **VO** for an invisible **voice over**.

8. **Parenthetical.** It is a small note about how the dialogue is delivered.

For example: **shouts**.

9. **Transition.** This contains directions on how to change from one scene to the next.

For example: **CUT TO:**

The layout of a script

1. Margins:

- 1.5 inch left margin
- 1-inch right margin (between .5 inches and 1.25 inches), ragged
- 1-inch top and bottom margins



- d. Approximately 55 lines per page, regardless of paper size (top and bottom margins adjusted accordingly). This does not include page number or spaces after it.
- e. Dialogue speaker names (in all caps) 3.7 inches from left side of page (2.2 from margin)
- f. Actor parentheticals (aka wry lies) 3.1 inches from left side of page (1.6 from margin).
- g. Dialogue 2.5 inches from left side of page (1.5 from margin).
- h. Pages should be numbered in the top right corner, flush to the right margin, a half-inch from the top of the page. Numbers should be followed by a period. The first page is not numbered. The title page is neither numbered nor does it count as page one. So the first page to have a number is the second page of the screenplay (third sheet of paper, including the title page).

2. Font:

- Use 12 point Courier (not courier new) or Prestige Pica.

3. Use of CONTINUED:

- When a scene continues from one page to the next, **CONTINUED** must be added at the bottom of the page where the break occurs, preceded by a single blank line. **CONTINUED** is then added at the top of the next page, followed by a single blank line.

4. Breaking Stage Direction:

- When a stage direction is broken at the bottom of a page, break it at the end of a complete sentence. **CONTINUED** must be added as explained above.

5. Breaking dialogue:

- When a character's speech is broken at the bottom of the page, break it only at the end of a complete sentence. Add (MORE) 4.1 inches from the left page edge at the bottom of the page where the break occurs, directly beneath the dialogue. On the following page, put (CONT'D) after the character name and on the same line as the name.

-

For example:

SIMON
See, it is a bird.
(MORE)

(CONTINUED)

----- page break -----

CONTINUED:

SIMON (CONT'D)

Page 23



(Looking at the sky as he continues talking.)

Later on, you will see more wild birds flying around this area.

6. Shot headings:

- They are placed in a line by themselves with two blank lines above and one blank line below. This includes any so-called **hidden shots** which may be imbedded in descriptive passages.

For Example:

INT. RUGBY LEAGUE – DAY

Cheers from all the spectators fill the grandstand.

MATHEW'S POV (point of view)

GEORGINA entered the grandstand.

BACK TO SCENE

Mathew pretends not to see Georgina as she enters the grandstand.

7. Other Notes:

- The first time a character is introduced in the stage direction of a script, his, her or its name should be written in **all caps**. If the name is mentioned again, it may appear as normal.
- Character names over dialogues are always all **CAPS**.
- Capitalise major **sound effects**.
- Try to avoid using the word camera. Use **we** instead.

For example, if the following is the opening scene of a movie:

INT. RUGBY LEAGUE – DAY

The place is full of people. The air is filled with the crowd's cheers and yells.

INSERT: THE BIG SCREEN

As the camera focuses of the star player of the day.

BACK TO SCENE

The star player continued to focus on the game despite the crowd screaming his name.

MATHEW

Oh yeah! He is pretty good!

Someone calls Mathew.



Read the sample Script below and observe the structure and layout of the script.

12 Days in the Life of Rocky

By Anthony Cawood

FADE IN:

INT. CHILD'S BEDROOM – NIGHT

SUPER: SUNDAY 14TH APRIL.

A child sits down in front of the camera.

DANIEL (10), blond hair, pale skin and inquisitive blue eyes, a frown plays at the corner of his lips as he looks directly into the camera.

DANIEL

My name is Daniel Miller and I'm
10. I live in Hereford, Arizona
with my Dad, oh and my Mom.

Daniel clears his throat.

DANIEL

I don't have any brothers or
sisters, and I don't want any
either.

Daniel shuffles forward, face fills the viewfinder.

DANIEL

I do have a dog called Rocky. But
tomorrow I'm gonna kill him.

Daniel leans in, obscures the camera completely and switches
it off.

INT. LIVING ROOM – DAY

SUPER: MONDAY 15TH APRIL

Daniel pans the camera slowly across wood effect
bookshelves, Stephen King novels mixed with Disney pop-up
books, James Patterson intermingled with Barney and Ben 10.
General disorder, except one shelf.

Daniel pauses on the well organised top shelf.

The books are non-fiction works on serial killers, they are
alphabetised by surname with compilations at the end of the
shelf.

Daniel turns the camera back on himself.



2.

DANIEL

Dad totally loves Serial Killers.
He's got a stack of books about
them and tons more shows TVR'd from
cable.

Daniel reaches up and takes a book down. Turns it slowly in
front of the camera.
'Sex Killers'.

DANIEL

He doesn't really care if I watch
them though - he caught me once but
just smiled, winked, and flicked
the channel over.

Daniel pauses and is thoughtful for a moment.

DANIEL

I wonder if these clips will get
into their own documentaries in a few
years, wow that would be awesome.
Would show that idiot James at
school just who's best. He thinks
he's great just cos he's on the
soccer team.

Daniel returns the book to the shelf.

DANIEL

Dad says that's not even a proper
sport.
Daniel turns the camera away from him.

DANIEL

I think I'll be the world's youngest
serial killer. Will have to check
Google though.

Daniel scans the bookshelves again, lingers on each serial
killer title.

DANIEL (O.S.)

I've read most of these. The best
ones have loads of gory pics, not
the black and white ones though



they're just old fashioned.
Daniel picks up another book, 'A-Z of Serial Killers'.
Daniel waves the book in front of the camera. The cover a
blur of excited movement.

DANIEL

This is a great one. It has each
killer on their own page. They're
all in bright little boxes with the
facts on what they did and how many
people they got –

Daniel flicks a thumb across the pages.

DANIEL

Like Serial Killer top trumps,
Awesome!

Daniel returns the book to the shelf.

DANIEL

Dad says that it's not just how
many that's important though. Dr
Shipman in England got loads and
loads but is really, dull and
boring.

Daniel trains the camera back on himself.

DANIEL

Dad prefers the sexy sadistic ones,
more entertaining Dad says. Better.

Daniel takes the camera to the living room window. He points
the camera at the garden, where a large dog sits in front of
a kennel.

DANIEL

Rocky is going to be my first, just
like Dahmer with his dog.

Daniel leans over, reaches towards the camera and switches
it off.

EXT. UNTIDY GARDEN – DAY

[illegible]



66



12.2.3.2 Scriptwriting 2

You have learned from the previous lesson script writing is the manner of putting the dialogues of the characters and the directions for the characters to follow on a paper. The script shows the vivid flow of events as you read through it.

This time, you are going to study a dummy script. **Dummy** means a replica or a model designed to resemble and serve as a substitute for the real or usual object. A **dummy script** is defined as the script's physical layout, outlook and other elements of the actual thing to be produced such as a movie or film.



Reading Activity 13

Read the whole script below and observe its structure. The font used is courier. Font is already given, so it is for you do analyse the rest of the script based on structure and layout which are discussed in pages 60-61. Identify and label the structure used to help you write your own script.

12 Days in the Life of Rocky By Anthony Cawood

CONTINUATION:

EXT. UNTIDY GARDEN – DAY

SUPER: TUESDAY 16TH APRIL

Daniel walks towards the kennel. Camera out in front of him.

Half alive plants are wilted on their sides. Plants long
since dead nestle beside them in the grubby garden.

DANIEL (O.S.)

This is where Rocky lives. Not sure
where he is right now, he always
wanders off when I want him.



Daniel pauses on a pile of red bricks and lingers before moving to a garbage heap.

MOM (O.S.)

Daniel - come eat, got your favourite.

In the kitchen window a figure stands by the sink, all but her midriff obscured by a garish blind.

DANIEL

Coming Mom.

Daniel positions himself in front of the camera.

DANIEL

Gonna have dinner now, if Rocky is back when I've finished, I'll smash him over the head with one of those bricks. Then I'll skin him so I can boil his bones. Dahmer did that too, he's my hero.

Daniel leans towards the camera and switches it off.

INT. BEDROOM – NIGHT

DANIEL

By the time I'd finished eating, that bonehead mutt had run off again. Gonna have to leave it till tomorrow.

Daniel paces the room before he returns to the camera.

DANIEL

I'm not sure what dismembering is but think I need to do it to Rocky, everyone else seems to dismember things.

Daniel reaches under his pillow, when he brings his hand out, it holds a very large bread knife.



DANIEL

This is the biggest knife Mom has,
it's this or one of Dad's super
shiny saws.

Daniel leans in.

5.

DANIEL

He really loves those saws.
Daniel leans in further and turns the camera off.

EXT. UNTIDY GARDEN – DAY

SUPER: WEDNESDAY 17TH APRIL

Daniel hefts a large red brick above his head and advances
towards Rocky.

DANIEL

C'mere Rocky, just a little game of
fetch, you know how much you like
it.

Daniel brings his hand forward to throw the brick, but his
hand slips and the brick starts to fall.

DANIEL

Nooo!

The brick drops down and hits Daniel on the leg - jagged
edge first, a star of blood appears on his blue jeans.

DANIEL

Arrrgggh!

Daniel limps back towards the camera.
Rocky looks on quizzically.
The camera clicks off.

INT. BEDROOM – NIGHT

Daniel sits in front of the camera, grubby face streaked by
tear tracks.

DANIEL

That really hurt.

Daniel flicks the band aid on his leg.



DANIEL

Need to be more careful tomorrow,
it's not meant to be me that's
getting hurt.

Daniel leans towards the camera.
Off.

6.

EXT. UNTIDY GARDEN – DAY

SUPER: THURSDAY 18TH APRIL

Daniel runs after Rocky, swinging a large stick as he goes.

DANIEL

Rocky, here boy, here boy - come
here.

Rocky runs circles round Daniel.
Daniel swings the stick at Rocky again, again.
This time Rocky catches it in his jaws and starts to pull
Daniel around the garden.

DANIEL

Rocky let go, you mangy dog. Let
go.

Rocky finally let's go of the branch, unfortunately catching
Daniel completely by surprise.
Daniel flies backwards, trips over some garden clutter and
lands with a crash onto the pile of red bricks.

DANIEL

EEEOWWWW!

Daniel sobs, stumbles over towards the camera.
The kitchen door opens.

MOM (O.S.)

Daniel honey, are you okay?

Daniel grabs the camera.
Off.

INT. BEDROOM – MORNING



SUPER: FRIDAY 19TH APRIL

Daniel leans back in his bed, distractedly rubs his arm.
Sunlight streams through thin curtains.

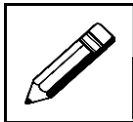
DANIEL
Mom thinks I'm such a klutz.

Daniel holds his damaged limbs up to the camera, kids band
aids on the damaged areas.

7.

DANIEL
Mom says anymore accidents and I'll
look like the Mummy. She's not
happy about what Dad will say
either, scared she'll get the blame
- again.

FOOTSTEPS approach the bottom of the stairs.



Learning Activity 13

Write an ending for the script that you have read above. Make sure that you follow the structure and lay out of a script. It depends whether you would like the ending to be happy, sad, horrible or tragic. Write the ending of the script on the spaces provided.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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

12.2.3.3 From Novel to Film 1

A **novel** is a prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events



involving a group of persons in a specific setting. This term is a truncation of the Italian term *novella* (from the plural of Latin **novellus**, a late variant of **novus**, meaning **new**). Novels are not only for the art but an all-purpose medium catering for all the strata (levels) of literacy. Some of the examples of novels are **The Pearl** written by an American author John Steinbeck and **Things Fall Apart**, a post-colonial novel written by a Nigerian author Chinua Achebe. Both of these are in book form.

Let us differentiate a book from a film.

A book is a publication or published work of literature in a written or printed work consisting of pages glued or sewn together along one side and bound in covers.

Film is different from a novel in its form as film is plainly electronic while a novel can be in books and in electronic media.

Film is also called motion pictures or movie of still photographs on film, projected in rapid successions onto a screen by means of light and are shown in a cinema or on television.

Many movies nowadays like **The Notebook** which is a love story, **Harry Potter** which is made up of many series and is about magic and **Lord of the Rings** which is a fantasy movie are all derived from novels. So, from these examples, novels are good sources of stories that can be shown through films.

A story in a novel or in film cannot be successful without the application of some elements necessary to relay its content. One of the traditional practices on how to relay a story to an audience is through storytelling. **Storytelling** is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination.

There are two characteristics of storytelling:

- a. **Storytelling** is interactive
- b. **Storytelling** involves a two-way interaction between a **storyteller** and one or more **listeners**.

Storytelling is done in different ways such as group storytelling or digital storytelling through films and television and other media.

Below are the aspects of storytelling for you to remember.

Aspects of Storytelling

1. **Point-of-view** is a primary characteristic of prose. It is the way in which the author narrates the story. The most common of which are first person singular and third person limited. Authors also sometimes choose to mix different points of view in the same novel. Here is a list of the different of points-of-view:



- **First person singular:** This point-of-view uses an **I** character to narrate the story. The narrator is not necessarily the protagonist, though this is often the case as this point-of-view is the most intimate and allows the most direct access to a character's thoughts.
- **First person plural:** A relatively uncommon choice for point-of-view since it uses the pronoun **we** as the narrator. In this case, there must be some uniting factor between the group of people narrating the story. One example of this is the 1993 novel **The Virgin Suicides** by Jeffrey Eugenides in which a group of unnamed young men from a small town observe and comment on a family with five sisters. For example:

Whenever we saw Mrs. Lisbon we looked in vain for some sign of the beauty that must have once been hers.

- **Second person:** Even less common is the novel narrated with **you**. This is a very difficult point of view to sustain, as the reader must identify with the **you**, or it must be clear that the **you** character is, in fact, a way for the narrator to reflect back on his or her own actions. The most successful examples are the **Choose Your Own Adventure** series, in which the reader is encouraged to imagine himself or herself as the protagonist. For example:

You are a deep sea explorer searching for the famed lost city of Atlantis. This is your most challenging and dangerous mission. Fear and excitement are now your companions.

- **Third person limited:** This point-of-view uses **he** or **she** to refer to the narrator of the story. It is less intimate than the first person point of view, yet being limited to only one person's thoughts, it can still provide psychological access to that character. However, it also allows the author to add descriptive and narrative details that the character does not necessarily notice.

He feels a great responsibility in taking a challenging mission despite the known risks.

- **Third person omniscient:** Here, the author uses the pronouns **he** and **she**, and can access the thoughts of any character in the story. This point of view creates the most distance between the reader and any character of the story.

He is brave but the fear in his heart does not go away as it mixed up with his excitement. In the silence, he thinks of the honor of being one who finishes such a journey.

2. **Narrative Structure.** It is described as the **structural framework** that underlies the order and manner in which a **narrative** is presented to a reader, listener, or viewer. The **narrative text structures** are the plot where the series of events are told and the setting which indicates time and place.
3. **Time Frame.** It is a set **period** of time which covers certain **events** or in which certain things are expected to occur. A time frame can **range** from seconds to centuries.



4. **Emotional Content.** This refers to the serious issues that come alive in a personal and powerful way and connects the audience to the story.
5. **The Gift of Your Voice.** It is a way to personalize the story to help the audience understand the context. Through the power of your voice, the audience can feel the emotion that flows in the story.
6. **Pacing.** This refers to the rhythm of the story and how slowly or quickly it progresses.
7. **Mood.** It is the feeling or the atmosphere that a writer creates for the reader or the listener if the story is relayed.

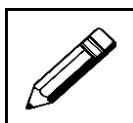
Adaptation of a literary work into a film

- **Literary adaptation** is the adapting of a literary source like a novel, short story or a poem to another genre or medium, such as a film, stage play, or video game. It can also involve adapting the same literary work in the same genre or medium, just for different purposes, like to work with a smaller cast, in a smaller venue or for a different demographic group such as adapting a story for children instead of for older ones. So, they turn a novel into a book therefore, they have to write a screenplay for it but then, writing a screenplay is not like writing a book. There are many things a producer need to do before putting a novel into a film.

- **Process of adaptation**

From a legal standpoint, when a literary source has not passed into the public domain, rights must be arranged for the adaptation to be performed legally. Plagiarism occurs in every genre, and throughout history, but such literary rights violations can be challenged in court. In the case of films, judgments for the plaintiff can run into the millions of dollars, but these have typically been for outright theft of a screenplay idea rather than for fraudulent adaptations.

Because of the importance of telling a tight story with a limited number of characters, short stories often make better sources for adaptable material for the screen and stage than do novels. For the stage much the same applies except that theater audiences tend to accept and prefer works of a more conceptual, thought-based nature, meaning their preferences need to be considered when selecting a work for adaptation, but also when determining how best to adapt it. The stage imposes physical limits of size and technology. Not every illusion that can be made to appear real on the movie screen can be made to appear so on stage.



Learning Activity 14

Fill in the table by differentiating a short story and a novel, a book and a film. Write at least 3 differences of the items in the table.



Short story	Novel
1. _____ _____ _____ _____ _____ _____ _____ _____	1. _____ _____ _____ _____ _____ _____ _____ _____
2. _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	2. _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
3. _____ _____ _____ _____ _____ _____	3. _____ _____ _____ _____ _____ _____



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Book	Film
1.	
2.	
3.	

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



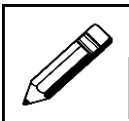
12.2.3.4 From Novel to Film 2

A novel is discussed in 12.2.3.3 of this unit and you have learned how different it is from a film or a screenplay. These days, many film producers create movies from novels and an example for this is the novel titled **Moby Dick** which is going to be shown in 2016 in cinemas. Before they put this into a movie, they have to create a screenplay that will guide the actors in acting out the story in the novel.

A **screenplay** or a script is a written work by screenwriters for a film, video game, or television program. These screenplays can be original works or adaptations from existing pieces of writing in them to which the movement, actions, expressions and dialogues of the characters are also narrated.

Go back to the lesson you had in 12.2.3.2 on script writing. There, you have learned about the structure and layout of a script.

This time, you are going to do more application of that lesson in this part of the unit.



Learning Activity 15

- Find the five errors or missing parts in the script below.
- Number the errors or missing parts from 1 to 5.
- Write the correct forms and format on where they should be and how they should be written to correct the format of the short script.

TOUCHED BY AN ALIEN

By D. M. Larson

STRANGE PLANET - DAY.

CAST: 4 space explorers and 1+ aliens (any gender) with possible extras by adding more aliens and space explorers

A couple of space explorers, Captain and Commander, are sitting relaxed among the rocks looking at their electronic devices taking and recording readings. A couple of other space explorers, Cadet and Grunt, run past behind them yelling or screaming being chased by strange aliens. Captain and Commander look at each other and shrug. Aliens run back across with Grunt and Cadet chasing them.

Captain
Care for some tea, Commander?



COMMANDER

Why yes, Captain. That would be lovely.

Captain pours Commander some tea. Alien runs by and knocks it from the Captain's hand and leaves. Cadet and Grunt chase alien.

CAPTAIN

How rude.

COMMANDER

I vote for sub-intelligent life forms.

CAPTAIN

Noted. They do appear to be quite savage.

Grunt and Cadet bring in one of the aliens they've captured.

(Continued)

(CONTINUED)

CADET

Yee-haw! We got one!

GRUNT

On your knees, maggot!

Grunt forces alien on to its knees in front of the Commander and Captain. Commander waves a device in front of it.

COMMANDER

Scanning... imaging... OH!

CAPTAIN

What is it?

COMMANDER

Special alert from the Inter-galactic shopping network. That new phase scanner is 50% off this week.

Explorers gather around Commander. Alien sneaks off during following.

CAPTAIN

Buy it! Buy it!

COMMANDER

I love this new app. Makes purchasing so much easier. The deals I'm finding are amazing.



CAPTAIN

Uh... which one of you was watching the alien?

Cadet and Grunt look at each other. Grunt punches Cadet.

CADET

Ow!

GRUNT

Get moving!

CADET

I'm an officer. You're supposed to listen to me.

GRUNT

You're like 12. How did you get in officer training?

CADET

I was on this colony ship and impressed one of the Space Explorers with my incredible intelligence.

CAPTAIN

And it doesn't hurt that your father is an Admiral.

Commander laughs.

GRUNT

Move it!

CADET

I'm so reporting you.

Cadet and Grunt run after alien.

COMMANDER

Commander's vlog... Spacedate Niner-Ought-Ocho-Alpha...

[...]

In 12.2.3.3, you have learned about the elements of storytelling which is different from novels. This time let us have a look at the aspects of a novel.

Aspects of a Novel

When we say aspect, we are referring to the features of something. According to E. M. Forster (1927), there are seven universal aspects of the novel as highlighted by him.

The aspects are the following:



1. **Story** – It is the content of the novel itself that brings out the plot, the characters and the setting.
2. **Characters** – They are the actors in the story.
3. **Plot** – It is essentially the story itself, the series of events that make up the whole book.
4. **Fantasy** – This is the result of the write’s imagination in order to make the novel as effective as it should be. Fantasy brings the reader to another dimension if that is what a writer intends a reader to experience while reading a novel.
5. **Prophecy** – In a novel, there are parts of it that contains clues of prediction of what may happen next; however, they are not explicitly shown. The reader has to realize as he or she reads through.
6. **Pattern** – It is the arrangement of events in the novel. In some novels, writers put twists in their work and the reader should find the connections of these events in order to understand the story. Some may insert previous events or may be future events in the present situation in a novel.
7. **Rhythm** - This has something to do with timing. It refers to the pacing of events in the story.

In addition to those seven, we also have **metaphors, symbols, length, writing style** and **language**.

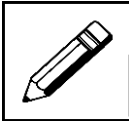
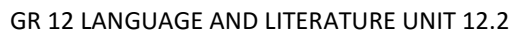
Metaphors - Common in all forms of literature, metaphor is a way of comparing things by stating that one thing is the same or very similar to another seemingly unrelated object.

Symbols - These are things or marks that are used as representations of other things. An example is the color red which may symbolize danger.

Length – The length should be considered. It should not go too long when the purpose of the author is already achieved.

Writing style – it depends on the author whether he or she uses complex or extensive vocabulary, straight forward or very descriptive language. Style should always be appropriate to thee genre. For example, thrillers. They use shorter and efficient sentences to be effective in its genre.

Language – Sometimes, this depends on the background of the writer. The language used may have colours of the writer’s origin. This is good as it gives the reader an idea of the setting of the story and charaterisation of the actors. Generally, language should be something that every reader around the globe can understand.



Learning Activity 16

- A. Storyboarding:** Write a paragraph or two that contain some event, action or situation. You may use any of the aspects discussed above. After writing your paragraph, create a storyboard or an illustration of the series of events that take place in your paragraph/s.

Write your answers on the spaces provided for you.

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



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



Write your storyboard/illustration here:

B. Answer the question below in one paragraph only. Write your answer on the space provided for you.

How does a writer project his or her philosophy or belief in life using the aspects of novel?

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



UNIT SUMMARY

This unit has surely enhanced your ability in analyzing reading materials. In 12.2.1.1, you have learned a good lesson from one of the most celebrated person in the world in the person of President Abraham Lincoln.

The student is also able to learn how to analyse an autobiography on its social and historical context in 12.2.1.3 and write an analytical essay using language conventions discussed in 12.2.4.

In order to have a better analysis of a reading material in any form, the six thinking hats are also discussed in 12.2.2.1. Applying De Bono's six thinking hats has improved and helped the student do better in studying a film, a biopic or a story.

Students are also encouraged to read a novel and watch movie; however, if movies are not available for the students, prior movies watched can be encouraged to be used as a tool for them to recall and analyse. This will help them become more resourceful and will also enhance their memory. To help them in this kind of activity, tasks and guidelines are discussed.

Students will not only end up with reading or watching films but they are encouraged to write their own script following the conventions of script writing discussed in 12.2.3.1 and 12.2.3.2. In this unit, they have also learned the difference between film and novels as well as the conventions that make them differ from each other.



ANSWERS TO LEARNING ACTIVITIES

Learning Activity 1

A.

1. He was 56 years old.
2. President Abraham Lincoln became popular because of his leadership during the American Civil war and his determination to eradicate slavery all over the country.
3. He grew up in a poor family and a very little formal education.
4. He had paved the way to freedom from war and slavery.
5. Possible answers:

Social issues: The bloody war that cost lives of 600,000 Americans.

The issue on the situation where some groups of Americans left because President Lincoln would like to remove slavery.

Ethical Issue: President Abraham Lincoln's willingness to help the South to reconstruct their states.

B.

Statements from the Biography of President Abraham Lincoln	Kind of Attitude or Behaviors the Statement Reflect
b. He had offered help to the South for their recovery from the war.	generous
c. President Lincoln issued the Emancipation Proclamation.	He wants freedom for all.
d. He educated himself outside formal education and split woods with an axe for a living.	Hardworking and diligent

**Learning Activity 2**

A.

Vocabulary	Vocabulary strategies	
	Incidental learning	Use of dictionary
2. trudging	Slowly walking up	Walking slowly with difficulty
3. engender	Give or result to	To be the cause of a situation or condition
4. splutter	Sudden	To speak in a quick confused way
5. garb	Clothing or dress	A specific clothing worn by a particular person
6. veneer	covering	A thin layer of wood or plastic glued to the surface of a cheaper wood

B.

1. c

2. a

3. b

C.

1. Ms Josephine Abaijah

2. hostility and rejection

D.

1. strict

2. Abused

3. Prisoner

4. happier

5. Unhappy

6. inherits

Learning Activity 3

A.

1. People are discriminated because of their skin colour. White people think that they are always superior to others.



2. a. Due to the efforts of an Englishman, Dr Walter Strong and an Australian, Dr Eric Wright, medical education in Papua was years ahead of any other like endeavor.
b. Temporary, because everything was temporary at that stage of the Australian administration.
3. Everyone has the right to be respected and recognised. (answers may vary)
4. I think, the author would like to tell her audience that in every society, discrimination is present. However, she tries to show that people should not get discouraged, instead, they should push through their dreams for one day, they will achieve what they have aimed for.

B.

1. Setting
2. Theme
3. Descriptive details
4. Mood
5. Author's purpose

Learning Activity 4

'Miss Brill's Fragile Fantasy'

In "Miss Brill's Fragile fantasy", Katherine Mansfield introduces readers to an uncommunicative and apparently simple-minded woman who eavesdrops on strangers, who imagines herself to be an actress in an absurd musical and whose dearest friend in life appears to be a shabby fur stole.

By telling the story from the third person limited omniscient point of view, Mansfield allows us both to share Miss Brill's perceptions and to recognize that those perceptions are highly romanticized. This dramatic irony is essential to our understanding of her character.

Miss Brill reveals herself to us through her perceptions of the other people. Since she really doesn't know anyone, she characterizes these people by the clothes they wear by saying "the old man wearing velvet coat". She observes these costumes with a careful eye of a wardrobe mistress. They are performing for her benefit; she thinks even though to us it appears that they are oblivious to her existence.

Ironically, it is with her own kind, the old people on the benches that Miss Brill refuses to identify:



They were odd, silent, nearly all old and from the way they stared they looked as though they'd just come from dark little rooms or even—even cupboards!

But later in the story, as Miss Brill's enthusiasm builds, we're offered an important insight into her character:

And then she too, she too and the others on the benches—they would come in with a kind of accompaniment—something low, that scarcely rose or fell, something so beautiful—moving.

Almost despite herself, it seems, she does identify with these marginal figures—these minor characters.

Learning Activity 5

Good Will Hunting

Good Will Hunting is a poetic story of a young man's struggle to find his place in the world by first finding out who he is. Matt Damon plays the troubled Math genius with an acute awareness of the depth of the human soul. The movie is a journey through the mind of Will Hunting as he is forced to endure therapy instead of jail. With the help of the psychologist, played by Robin Williams, Will discovers himself and realizes his value in the world by understanding what matters to him most. This movie is a source of wonderful examples for film technique. Gus Van Sant's directing combined with the writing talent of Matt Damon and Ben Affleck is a dynamic combination of technical aspects used to evoke emotion and empathy. There are aspects I will discuss: color, The use of camera movement and film distortions.

The color used in this film are very natural. The use of warm colors reflects safety and comfort when Matt Damon is in such situation and reality as the colors show what real things we see around are. When the main character shifts in to the opposite of a safe situation, the colors change to cold colors. The colors used in this movie depicts the mood of each scene.

The camera movement was very creative that Van Sant uses different techniques such as isolating the character in a very small apartment and give him a sense of being alone. The camera acts like one of the characters that is always watching the characters.

Finally, the film distortions. This is used when Matt Damon was involved in a fight where slow motion was used which shows how bad violence is as well as normal motion. In normal motion, it reveals that fighting leads to a bloody end. The fighting gives the audience a feeling of being disturbed, unrest and disgust. But it is normal for those guys to randomly fight someone because of some bad memories in the past.



In conclusion, Van Sant does an excellent job in directing this movie by using different cinematic techniques. His creativity is also shown as the outcome of the movie is excellent. This movie is a unique one as it conveys a journey of a person trying to unravel who he really is and as long as there is willingness to discover his self, there are people to lend a hand. This has an impact that everyone can find what we are seeking.

Learning Activity 6

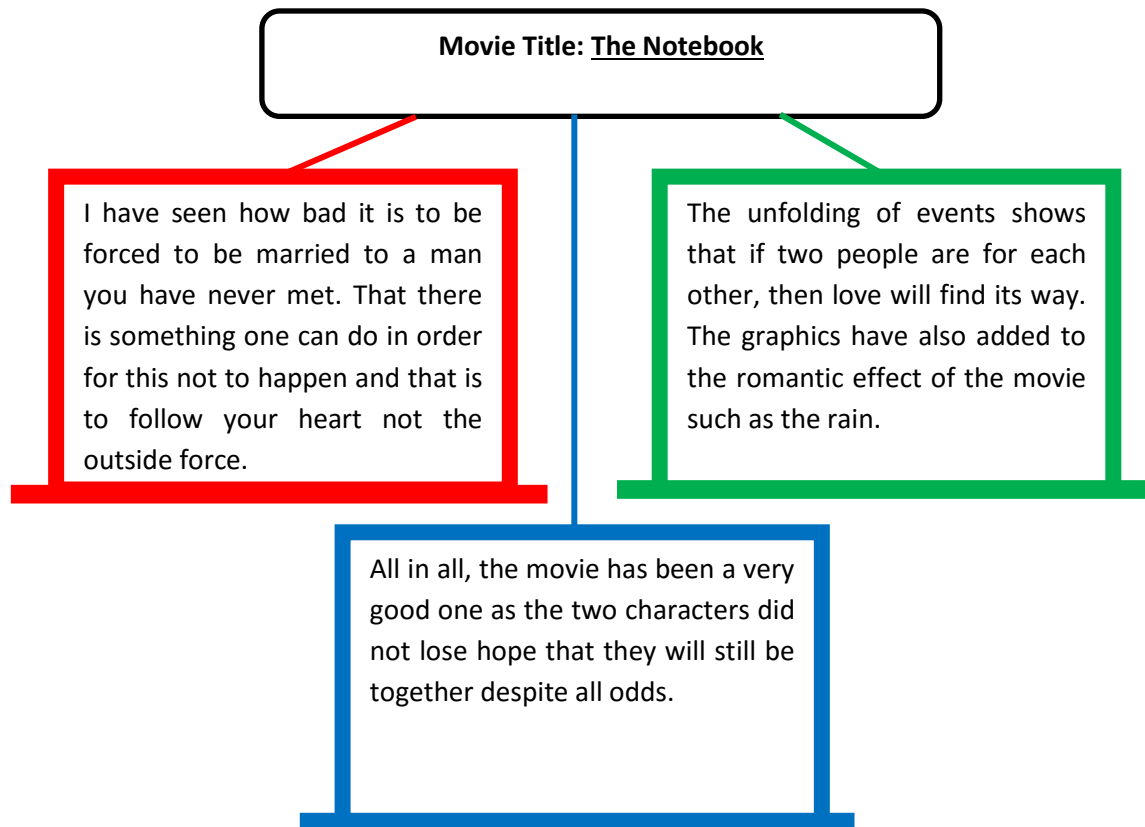
1. Green hat
2. Red Hat
3. White Hat
4. Yellow Hat
5. Black Hat
6. Blue Hat

Learning Activity 7 (answers may vary)

The Notebook is directed by Nick Cassavetes and based on the 1996 novel written by Nicholas Sparks. The film is an American war romance starred by Ryan Gosling and Rachel McAdams. This is a story of two lovers in the 1940's.

The colour and costumes used in the movie are very effective in showing the time element of the events that take place in the movie. They clearly show that the story of the movie happened decades ago.

I have not seen any negative part of the movie as each element is intertwined to each other as well as all the aspects of the movie.



Learning Activity 8

Literary Device used	Analysis on the use of literary device
1. Foreshadowing	This becomes one of the techniques of the writer to add suspense to the movie. Some of the foreshadowing used did not happen just after it is being shown but then it took place after the viewer thought it was a false foreshadowing.
2. Theme	The theme is very clear as the story comes to an end. It is that true love can never be hindered. It will always find its way.
3. Characters	The main characters have embodied their roles in the movie well. They were able to act as if they lived in the past and were able to imitate how people behaved and moved in the old times.

**Learning Activity 9****(Sample answer only)**

Mark James
Lot 4 Sec 14
Hohola, NCD

2 June 2015

Mr Jeremiah Solomon
The Blue Tower
Waigani, NCD

Dear Mr Solomon,

SUBJECT: A FILM RECOMMENDATION

I am writing to you as a response to your request for me to make a recommendation of a good film I have watched. I am happy to recommend one that can be of educational value for the whole family and possibly to your friends.

It is titled The Magician's Secret. Definitely children and young people would be eager to know what the secret is and all the parts of the movie is worth watching. You can find a copy of it at the nearest Movie shop if you cannot watch it on a big screen.

I hope you can check it and enjoy the movie.

Yours Respectfully,

Roland Toi

Learning Activity 10**A.****1. Exposition:**

Vincent is destined to be a second class citizen, conceived naturally, rather than in a laboratory.

Rising Action:

In order to gain access into the Gattaca Corporation and reach his dream of going to Titan he takes on the identity of Jerome Morrow, a person with ideal genes but crippled from an accident.

Climax:

He uses Jerome's hair, blood, urine and skin to pass all tests and is set to reach his lifelong desire when the mission director is murdered.

**Falling Action:**

He inadvertently loses one of his own eyelashes at the scene and becomes the main suspect in the case.

Resolution:

In the end Vincent takes off on his mission to Titan.

2.

Main Points	Descriptions given in the essay
1. Culture Shock	The film shows that people cannot fully accept a new culture and when forced upon them they show resistance.
2. Software of the Mind	At the beginning of the film, during his childhood, Vincent's patterns of thinking, feeling and acting are established in his mind. [...] However, a person's behaviour is only partially predetermined by their mental programming (Hofstede, 2005, p.3), and this is seen as Vincent deviates from his culture and creatively takes on the identity of Jerome. (Answers may vary. Other descriptions are given in the essay.)
3. Stereotyping	Assessors discriminate against new applicants with undesirable genetics rather than testing each person individually to determine their capabilities. [...] A specific example of stereotyping in the film is when the actual murderer of the mission director is excluded as a suspect because of his genetics.

B.

2. openness
3. availability

1. Colonise
2. Initiate
3. Achieve

1. Stable
2. Courageous
3. Collective

1. Finally
2. Creatively
3. lastly

**Learning Activity 11**

1. A family decided to move to Papua New Guinea for a mission of helping the people in their medical needs as the wife is a medical practitioner. As they reach the foot of the mountain, a group of locals met them and led them to where they will stay.

The tribesmen did not help the family in carrying their stuff but then they walked ahead.

When they reached the village, one of the children of the expatriate family went around to try to make friends with other children in the village but no one goes out of their houses. As she continues to walk around, she saw a group of men who caught a huge crocodile.

One day, a village boy approached the white girl and offered her something which the girl willingly accepted.

That same day, there was a tribal fight that took place just in front of the house where the expatriate family were staying. This is the first tribal fight they have witnessed with their own eyes.

When the fight was over, the husband and the wife went out of the house and checked on those who are laying on the ground, whether they are still alive to be revived or already dead. They found one who was struck by an arrow. He was still alive so the wife who is a medical practitioner tried to give first aid to the wounded warrior in order for him to survive.

The night came and it seems like everything was normal, that no fight happened. Outside the nipa hut where they were housed, they created a bonfire where the village boy and the white girl took time to tell stories and know each other.

On the following day, the whole family had fun swimming in the river despite its yellow colour; however, when they went back home, another tribal fight again took leaving one member of the village wounded with arrow. So what the white woman did was she took her medical kit from their house and tried to help the man.

As they stay in the village, the children decided to go to the woods and explore the place. They had fun and when they got home, the chief's son, who befriended her at the beginning, was there together with other village children. He introduced her to them.

The time came for the family to go back to their own country, so the chief of the village bade them goodbye as well as the family to the village chief.

In picture 15, it shows that they have returned to the village but a bad news reached them because while they were away, a certain disease spread in the village taking lives of some of the village people. The villagers who met them at the river bank told



them that the chief's son is sick with the disease they do not know how to cure, so they elder child of the doctor ran to see the chief's son. Then the doctor followed running.

When they reach the house, they saw the chief's son lying on the floor, vomiting with blood. As they tried to speak to him, and as he tries to say something, his breathing stopped. He passed away. That brought them to tears because he already became a part of their family.

The family and the villagers gathered together after the burial of the chief's son.

(Students' answers may vary.)

2. The movie depicts the life of people in a very far place to the cities. It shows how difficult it is to learn new things because what they only know are the things they see in their surroundings. The people in the remote villages cling only to the practices they have received from their ancestors such as tribal fights and at times inhumane punishments.

It is a great thing that the movie shows that despite the distance of the people from civilization, they are being reached by ones who are willing to go out of their comfort zone and give their service to others.

The act of kindness and willingness to share is not that easy to adopted by the people in the village but it has cause change in their hearts as they experience those acts day by day.

Learning Activity 12

EXT. Beach – DAY

SUPER: SUNDAY 16TH APRIL

Daniel walks towards the beach. Camera out in front of him.
The breeze is smooth and the water is clear in a low tide.

DANIEL (O.S.)

This is where everybody goes on a holiday 'coz other beaches are quite far.

1.

Daniel pauses on a pile of stones and lingers before
moving to the other side of the beach.

MOM (O.S.)

Daniel - come eat, we've cooked your
Favourite food.



At the cottage we rented are some of my mom's friends busy preparing our food.

DANIEL
Coming Mom.

Daniel positions himself in front of the camera.

DANIEL
Gonna have our holiday meal now, if everyone is
Here then we can start eating 'coz I am pretty hungry. Got tired from walking at the beach
under the hot sun.

2.

Everybody prepared for the swimming time.

MOM (O.S.)
Daniel – are you ready? Let's go and enjoy the water before the tide rises.

DANIEL
I'm already ready. Feeling excited to plunge into the water but I am not good at swimming.
It's a bit scary I guess.

Daniel runs to the sea.

DANIEL
Wow! The water is just warm. I love it.
In a while

DANIEL
Ouch! Something wrapped my arm and now it feels itchy.

His arm was read because a jelly fish attacked him.
Despite that, they went home happy and satisfied.

Learning Activity 13

Father
Daniel? I am home.

It is the father's footsteps that they have heard. He walked up the stairs and goes straight to Daniel's room. There he saw Daniel and his wife. He looked at his wife in a weird way and called her to their room.

Father
What happened to Daniel? What did you do to him?



Mother

Those were accidents while he was playing with Rocky.

Then the arguments went on. They did not realise that Daniel can hear them. Daniel is right, his mother takes the blame again. And maybe some physical abuse from his dad.

8.

EXT. ROOM TO THE UNTIDY GARDEN – DAY

SUPER: FRIDAY 19TH APRIL

Daniel's father talked with Daniel and told him that he wants to show something to Daniel. The son is very excited of what that is.

Daniel

What is it Dad?

Father

You will see later son. You will learn from it.

9.

EXT. ROOM TO THE UNTIDY GARDEN – DAY

SUPER: FRIDAY 24TH APRIL

It is half past 5 when the father brought Daniel to the garden and called their dog, Rocky. When the dog came, the father held Rocky with his arms then he suddenly tightened Rocky's collar. Rocky was struggling but the father was tightly strangulating Rocky with his own dog collar until Rocky stopped breathing. Daniel was in complete surprise but is amazed of what his father did.

Father

That is how simple it is to be a killer.

Daniel gave a grin to his father seemingly learning how to really be a serial killer. They took the dog to its dog house as if he is still alive and laid its body like he was just asleep.

Learning Activity 14

Short story	Novel
1. It can be read in one sitting.	It takes a longer period and series of time to finish reading it.
2. It does not cover a whole book.	It is comprised of series of chapters that covers a whole book.
3. It has simple structure and limited characters.	



	It is more complex and characters add up until the novel finishes.
Book	Film
1. It is a published work of literature.	It is also called motion pictures or movie of still photographs on film.
2. The pages are glued or sewn together along one side and bound in covers.	It is projected on screen by means of light.
3. It is printed on papers, bound before they are out for sale or distribution.	They are shown electronically.

Learning Activity 15

Error 1: (continued)

Correction: (CONTINUED)

Error 2: no page break after continued.

Correction: (CONTINUED)

-----page break-----

Error 3: (CONTINUED)

Correction: The word continued after the page break should not be enclosed with a bracket.

Error 4: GRUNT (a character's name is at the left side margin)

Correction: It should be at the centre like the other characters' names.

Error 5: GRUNT

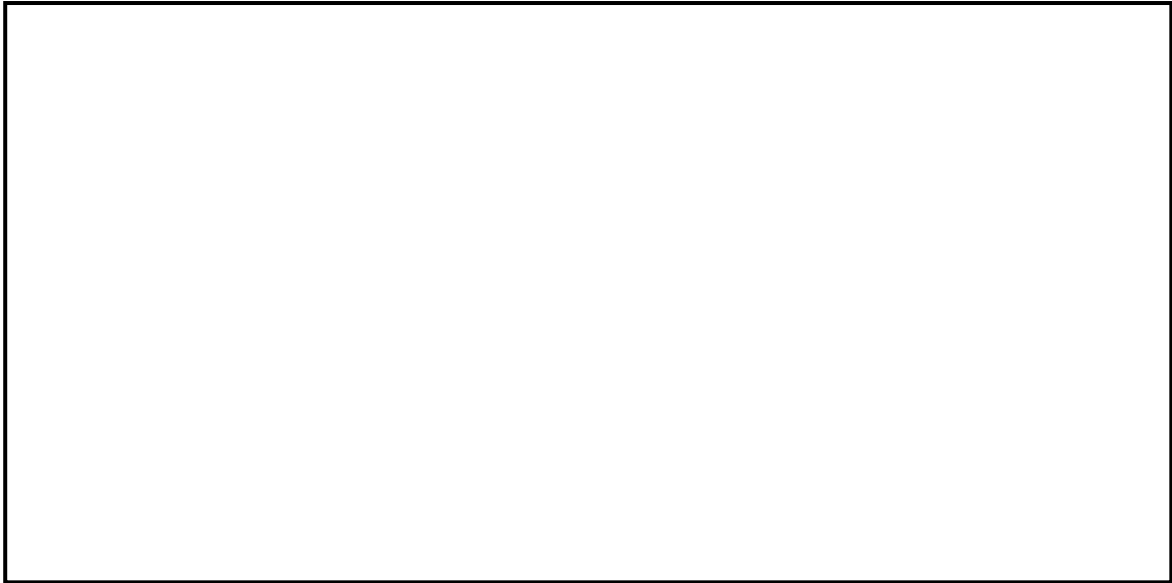
Correction
Move it!
GRUNT
Move it!

Learning Activity 16

A. The villagers are unsuspecting, the children run and play and the men are laughing as they tell their hunting stories to each other. Behind the bush are men in painted faces creeping to the ground with bows and arrows and bush knives, ready to attack their prey. They stood and aimed their bows to the villagers. The people in the village were surprised as they ran everywhere to find for refuge. The men in painted faces got into the village. The men who were lucky not to be struck by the arrows fought with the enemies. They put all their strength and showed their courage to their foes. They are lucky that at the early stage of the fight, they killed their enemy's leader and so the other members of the



aggressors left the village but many of their fellow villagers are already cold on the ground.



B.

A writer can project his philosophy or belief in life through the story he is writing itself. The writer can integrate his beliefs through the characters' attitudes and the events that take place in the story. As the plot unfolds, the actions and the events will show what the writer thinks about life and many more things may be revealed about the writer aside from his or her philosophy. The writer's creativity for example is one that can be reflected through the patterns used by the writer, his imagination on how he or she puts events together and his or her fantasies that are integrated in the story.

To keep the reader on his or her toes, the writer usually uses symbols that are revealed at the end of the story, metaphors to create comparisons about what the writer would like the reader to see about the realities of life. If all of these are put together, they all will contribute to the unleashing of the philosophy in life the writer would like to be understood by the readers.



GLOSSARY

Affluent	Being rich or wealthy
Assessor	A person who evaluates or inspect
Confederacy	A union or an association
Compulsion	A force or pressure applied to something or someone in order to comply or follow
Destitute	The state of being poor or having no money at all
Inaugurate	To mark the beginning of something
Inquisitive	The act of showing the interest in learning things
Inter-galactic	Refers to two or more galaxies
Legislature	A body in the government who are responsible in making and amending laws for a country
Pawnee	A member of a confederacy of North America Plains Indians of Caddoan Stock formerly located along the Platte River valley, Nebraska and now living in northern Oklahoma.
Prosthetic	Refers to the artificial body part such as a replacement for a limb or a breast implant
Quizzically	Inquiringly or curiously
Republican	A person who identifies with a system of government where the citizens have the ability to choose those who represent them.
Sadistic	The state of being brutal or cruel
Secede	To withdraw formally from membership of a federal union, an alliance, or a political or religious organization.
Stereotype	A fixed image or idea of a particular type of person or thing
Superfluous	Being unnecessary because it is already more than enough.
Truncation	The act of cutting something off or by shortening something
Vagrants	People without a settled home or regular work and wanders from place to place and lives by begging.



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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/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?	☐	☐	☐	☐	_____



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.

My Problems:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.[illegible]

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Grades 7 & 8

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Science
Social Science
Commerce

Grades 9 & 10

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Formal Mathematics
Practical Mathematics
Science
Social Science
Commerce
Design and Technology- Computing
Personal Development

Grades 11 & 12

English
Formal Mathematics
Practical Mathematics
Science
Social Science
Business Studies
ICT
Personal Development

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.

Certificate in
Matriculation

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English 1
English 2
Basic Maths
Maths 1
Maths 2
History of Science & Technology

OPTIONAL COURSES

Science Streams: Biology
Chemistry, Physics and Social
Science Streams: Geography,
Introduction to Economics and
Asia

REMEMBER:

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