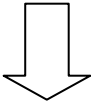


Characterisation - Michael Obi

(references to Cornelsen = C; Diesterweg = D; Klett = K; Schöningh = S)

Examples of <u>explicit</u> characterisation	Corresponding examples of <u>implicit</u> characterisat.	Examples of Obi's lack of diplomacy	Obi's diction / style ⇒ effect
<p>C: 109, 4 – 110, 2 D: 149, 4-11 K: 118, 4-10 S: 80, 5-12</p> <ul style="list-style-type: none"> <li>- a young and energetic man</li> <li>- accepts responsibility with enthusiasm</li> <li>- many wonderful ideas</li> <li>- 'pivotal teacher'</li> <li>- condemnation of the narrow views</li> </ul> <p>C: 110,36 – 111,39 D: 151, 5-8 K: 119,17-20 S: 81, 7-11</p> <ul style="list-style-type: none"> <li>- puts his whole life into work</li> <li>- aims: 1) high standard of teaching</li> <li style="padding-left: 20px;">2) new design of school compound</li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <p>To the Mission authorities Obi seems to be the perfect choice</p>	<p>C: 110, 2 D: 149, 12 K: 118, 11 S: 80, 13</p> <ul style="list-style-type: none"> <li>- "We shall make a good job of it, ..."</li> </ul> <p>C: 110, 17-21 D: 150, 8-12 K: 118, 25 – 119, 2 S: 80, 30-35</p> <ul style="list-style-type: none"> <li>- "All our colleagues are young and unmarried, ... Which is a good thing, ... They will give all their time and energy to the school."</li> </ul> <p>C: 110, 34-35 D: 151, 3-4 K: 119, 15-16 S: 81, 5-6</p> <ul style="list-style-type: none"> <li>- "... we've got at last to show these people how a school should be run."</li> </ul>	<p>C: 111, 48 – 113, 2 D: 151, 18 – 153,23 K: 119, 30 – 121, 13 S: 81, 22 – 82, 26</p> <ul style="list-style-type: none"> <li>- "It amazes me. ... It is simply incredible."</li> <li>- "And what has that got to do with the school?"</li> <li>- "It will not be used now," ... ... What will the Government Education Officer think of this?"</li> <li>- "The villagers might ... use the schoolroom for a pagan ritual..."</li> <li>- "We cannot allow people to make a highway of our school compound."</li> <li>- "The whole purpose of our school ... is to eradicate just such beliefs as that. Dead men do not require footpaths. The whole idea is just fantastic. Our duty is to teach your children to laugh at such ideas.:"</li> <li>- "... the school compound cannot be a thoroughfare. It's against our regulations."</li> <li>- "I don't suppose the ancestors will find the little detour too burdensome."</li> </ul>	<ul style="list-style-type: none"> <li>- words with neg. connotations ⇒ indicating Obi's arrogance</li> <li>- rhetoric question ⇒ leaving no room for discussion / contradiction</li> <li>- imperative use of will-future + rhetoric question ⇒ strengthening his point (by referring to higher authority)</li> <li>- ironic tone ⇒ makes the villagers look foolish and far behind the times</li> <li>- exaggeration ⇒ ridiculing villagers</li> <li>- imperative tone ⇒ Obi's absolute view of things; traditions = ridiculous</li> <li>- clear statement ⇒ uncompromising administrator</li> <li>- ironic (sarcastic) tone ⇒ arrog. disrespect for traditions</li> </ul>