WEEK 3 ENGLISH YEAR 12

LESSON NOTES AND ACTIVITIES

LESSON 53

STRAND – Reading and Viewing

SUBSTRAND - Literary feature: Poetry

LESON OUTCOME – read the poem and the analysis of the lines to know what the

poem is about.

Poem 3 (**Theme: Progress)**

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| Title : Reality Poet: Konai Helu Thaman |

Konai Helu Thaman is a Tongan native scholar and professor at the University of the South Pacific in Fiji. A renown poet in the South Pacific region. Her poems usually touches on subjects on culture, education and modernisation.

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| **Reality**  By Konai Helu Thaman  I am a big boy now  I have left school;  But I am a fool still  A poor fool  With books and blackboards  Casting dark shadows  On me;  I look for a little opening  Of light  I hear people laughing  What are you going to do now?  With your education and all?  There is the market place  Where the people  Sell their wares  Women chasing flies  From day old pies,  I cannot do that  I have a certificate  I have passed with honors  English, Maths, History and Geography  I learnt them all.  The laughter gets louder  I see my teacher  Sitting on a sterile rock  Near the beach  Selling green coconuts  What do I do now?  An old man close by whispers,  “Come fishing with me today  For you have a lot to learn yet.” |

**Analysis of the Poem**

Line 1 &2 – The young boy left school, he must be 17/18 years of age.

Line 3&4 – In these lines, you”ll notice the repetition of the word, **“fool”**. The

boy feels that he is a fool because he couldn’t find himself a job.

Line 5-7 – The **books and blackboard** look so distant and seem not to bring any hope to him.

Line 8 -9 – **Look for a little opening, Of light** – **Light** represent hope. The persona is looking for

hope somewhere.

Line 10 – 12 – **People laughing** shows how people are making fun of him and ridiculing him

**“What are you going to do now, With your education and all?** – indicate that the

people and the community feel that his education is useless because it didn’t

provide him a job.

Lines 13 -16 - “**There is the market place, Where people sell their wares”** - The people offer

him a place where he can at least do something and earn himself a living.

Indirectly, they are telling him to engaged in simple things like farming, fishing

or craftwork for he can still earn money from selling them.

Line 18- 22 – “**I cannot do that…I have passed with honour**…”signifies how proud the persona

Is about his achievement. He no longer has the heart of a simple, ordinary village

boy. Instead, his education has changed his attitude and brought him a lot of

pride. He looks down on these kind of work (usually the uneducated ones)

so he can’t see himself selling in the market.

Line 23 – “**The laughter gets louder’** shows that the people condemn him and think that

he is stupid.

Line 24 – 27 – **“I see my teacher. Sitting on a sterile rock”** symbolizes that whatever the

teacher taught him in school are all useless. The teacher is instead selling green

coconuts. And **green coconut** again shows the simple life that the teacher has now

rely on.

Line 28 – **“What do I do now”** indicates his feelings; he is lost, confused and frustrated as well

knowing that all his education and the years he spent in school has come to nothing,

a big waste.

Line 29 -30 – **“Come fishing with me today. For you have a lot to learn yet” –** In these last two

lines, an old man offers him a way out of his dilemma. He wishes to teach him how to

fish and other traditional skills. These are simple life –long skills that can help anyone

to survive.

**SUMMARY OF THE POEM**

This poem is about a boy who upon leaving school with his academic qualification cannot find a job in the workforce. He is frustrated, disheartened and perhaps even alienated as all his education has come to nothing. His dreams of getting a white collar job is shattered as he cannot find employment. He doesn’t see himself selling wares in the market. “I cannot do that.”

Education has isolated him from doing simple and humble things in life. During his time of confusion, he meets an old man who invites him to *“Come fishing with me today/ For you have a lot to learn yet.”*

LESSON 54

STRAND – Reading and Viewing

SUBSTRAND – Literature Feature – Poem, REALITY

LESSON OUTCOME - mention the role of the character and how

significant each role is in the whole poem.

**Subjects and Objects**

**Persona** - “I” who has recently left school

- Did quite well in school (*I passed with honors*)

has gained in school.(*With books and blackboards/Casting dark shadows)*

- Too ashamed to sell in the market (sees it as beneath him) with people who are not well-educated.

- Feel society’s criticism and condemnation as he is unemployed.

- Feels that what the teacher taught him in school was useless (*sterile rock*). Is disillusioned by formal education.

- Doesn’t know what to do as he cannot find a job.

**Old man** - representative of one who is has lots of traditional knowledge and skills

(informal education) such as fishing, planting and weaving.

- He offers the persona a way out of the ‘*dark shadows.’*

ACTIVITY PARAGRAPH WRITING (5marks)

Discuss what do each of the character (persona and the old man) in the poem symbolize.

Quote to support your points.

LESSON – 55

STRAND – Reading /Writing and Shaping

SUBSTRAND – Literature Features – Poem/ REALITY

LESSON OUTCOME - Identify the lessons they learn from the poem.

**THEMES**

1. **Rising Unemployment**

This poem as its title suggests, depicts a frightening reality for many school leavers, be they graduate or otherwise. The education one receives in school does not guarantee a person with a job because of rising unemployment. Further, it may add stress, confusion, disappointment and frustration to many young people who have struggled for many years in school. This may lead to disillusionment of the education system.

1. **Dignity in Work**

It seems a general perception among educated people that some occupations are beneath them, like selling in the market, becoming a fisherman, etc. This perception needs to change. Young people need to realize that there is dignity in employment, regardless if one is a farmer or a lawyer. Anyone can make an honest living out of what he/she does. And that matters. In fact, today, it seems that a lot of blue collar workers, like tradesman and farmers, make more money and find more enjoyment in what they do when compared to white collar employees like clerks or even teachers.

1. **Encourage Vocational/Informal Education**

Vocational or informal education needs to be taken seriously whereby one can learn a trade or skill. Not only do these trade and skill make them marketable in life, it also teach them how to survive where there is no job. For instance, how they could make use of traditional skills in order to survive. Government should ensure that children receive a balanced formal and informal education. This will prepare them for the outside world. Not everyone can be lawyers or teachers because not all students are interested in white collar employment. Perhaps they need to be encouraged to find trade or skill. All schools may need to also provide vocational education for students who fall in this category. This is something government should look into.

ACTIVITY PARAGRAPH WRITING (5marks)

Discuss how important is learning both formal and informal education in relation to the situation the persona is faced with in the poem. Quote to support your discussion.

LESSON 56

STRAND - Reading/Viewing/Writing

SUBSTRAND - Literary feature - Poetry/ REALITY

LESSON OUTCOME - Identify some of the stylistic features used by Konai Helu Thaman

in her poem.

**STYLES USED**

1. Clever use of language

***Simple words***are used to depict a common situation -that of being unemployed after graduation. It is something that young people can relate, particularly today with rising unemployment as more and more people are graduating and even more are being laid off.

***Emotive vocabulary*** - helps to arouse feelings and emotions. “Poor fool”,”casting dark shadow.’ - provides negativity in life. It also denotes that the persona is struggling in life.

***Use of contrasts or ironic situation***

Thaman is portraying a situation of a graduate who ‘passed with honors’ in all his subjects. He is supposed to be smart and yet he is “a fool still’/A poor fool’ because in spite of all his academic achievements, he cannot survive in the real world.

1. **Repetition**

Thaman uses repetition to convey a point. ‘Fool’ is repeated to convey an important message, that is, if education is only academic, then one remains a ‘poor fool.’

1. **Effective Title**

The title is apt, although it is a grim reality for many students today. The poem also offers a solution, that is, through informal education.

1. **Symbolism**

This is used throughout the poem effectively to represent different things:

***Dark shadows*** - symbolic of the persona’s frustration and disappointment.

***Sterile rock*** - symbolic of all knowledge learnt in the classroom being ‘sterile ’unproductive or useless when faced with the realities of life.

***Green coconuts*** - can mean many things to different people, for some it may mean an incomplete education, as it has not prepare the persona for reality.

* Can also stands for traditional life, something the teacher has now rely

on for his survival.

1. **Use of Questions**

Thaman uses questions to again depict the mood and atmosphere of the poem as well as how the persona is feeling. **What do I do now?”** shows the persona’s frustration and confusion at being in this situation as he has succeeded academically.

It is also used to depict how society/parents expect their children to find employment after their education. **“What are you going to do now/With your education and all?’’** - They expect that since one is educated, then they should be employed. When that fails to happen, the persona feels useless and ashamed as he has not lived up to his parents/society’s expectations.

ACTIVITY PARAGRAPH WRITING (5marks)

Explain any **two** stylistic devices used in the poem “Reality” and discuss how effective they are.

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LESSON 57

STRAND – Reading and Viewing

SUBSTRAND – Language Feature - TYPES OF SENTENCES

LESSON OUTCOME: differentiate between sentence types.

- Identify sentence types in the given activity

Sentence Types: **Simple**

* Simple sentence: one clause, so, they have one subject and one verb

*The bell rang*

*Kim went home*

*Kim didn’t want to go home.*

*Did Kim go home already?*

* They can be very long and they could begin with a phrase:

*Early in the morning, in the dusky summer sunlight, the tall, dark man and his*

*dog came out of the building from the back door, slowly and quietly.*

Sentence Types : **Compound**

* Compound sentence: two or more independent clauses of equal value, joined by a conjunction.

*The bell rang* ***and*** *Kim went home.*

*The bell rang* ***but*** *Kim didn’t want to go home.*

*Did Kim go home already* ***or*** *is she still here?*

* coordinating conjunctions: and, but, or, so, yet, for
* correlative conjunctions: either-or, neither-nor, not only-but also

Sentence Types: **Complex**

* Complex sentence: independent(main) + dependent (subordinate) clause
* Not all clauses can form a sentence. If a clause cannot stand on its own but needs to be attached to a stronger clause it is dependent/subordinate.
* Subordinate clauses must be attached to a main clause in a sentence.
* Subordinate clauses convey information of a lesser value (often background k

Sentence Types : **Complex-Compound**

* Complex -Compound sentence: two main clauses and one or more subordinate clauses.
* They are a combination of compound and complex, so the rules for these two types apply.

***We tried to finish on time****,* ***but****, because of unexpected difficulties,* ***we were late.***

***Although we tried to finish on time****,* ***the unexpected difficulties*** *that occurred* ***delayed us.***

***We tried to finish on time****,* ***but****, because of unexpected difficulties,* ***we were late****, which was disappointing.*

ACTIVITY

Identify the type of sentence

1. The boys went to the park. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. I like cycling and I like fishing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Sophie is clearly exhausted, yet she insists on dancing till dawn.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. I went home because it was getting late, but I had to wait on the porch until my mom got home anyway. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. A beautiful rainbow appeared when the rain stopped.\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Mom usually takes a nap after lunch.\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Although he was tired, Kevin couldn’t sleep.
8. When you are ready, I will call the store and we can talk to Richard. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. I missed the surprise ending because I slept before the movie ended. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Samisoni and his brother went fishing last weekend and caught lots of fish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WEEK 3 ENGLISH YEAR 12

REVIEW QUESTIONS

1. LITERATURE

Poem – REALITY

Poet – Konai Helu Thaman

Paragraph Writing (5marks)

In a paragraph, discuss an important lesson you have learnt from the poem. Quote.

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1. Language – Types of Sentences

There are four types of sentences. Write down one for each type and label.

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