**WEEK 4 ENGLISH**

**YEAR 12 LESSON NOTES**

LESSON 53

STRAND: Reading and Writing

SUBSTRAND: Literature Feature/Poetry

LESSON OUTCOME: listen attentively, read, interpret, and relate the poem

**BACKGROUND TO PROGRESS IN THE PACIFIC:**

Pacific writers of the 70s and 80s focused a lot on controversial lifestyle trends adopted by Pacific people through the process of change and modernization. **Konai Helu Thaman, Albert Wendt, Vilisoni Heneriko** and others wrote poems, short stories and plays to portray mirror images of their perceived reality of life in their Pacific communities.

In a lot of poems in Possibilities, the poets are lamenting the loss of Pacific Island cultural independence and traditional supremacy to the more attractive and more versatile “foreign” social system.

We have often heard that all societies change over time. We have also heard that all societies must develop and progress to avoid being left behind in this massive movement known as globalization. At what cost?

We as young people are now caught in a system that has elements of both world - the traditional cultural Pacific and modern internationally recognized island economies. What has resulted out of this dual existence is social inconsistencies, personal dilemmas and widespread hyprocrisy. While one hand is protectively covering culture and traditions, the other is groping to find progress and modernization.

One powerful tool of implementing change and progress is the modern education system.

The two poems we are studying are both about young people going through the system and learning it with sentiments.

In Konai Helu Thaman’s “Reality”, the poem ends with

***An old man close by whispers***

***Come fishing with me today***

***For you have a lot to learn yet***

Clearly, Thaman is stating that western, modern education is not “everything”. One needs the old and the new.

What about the poem “Kidnapped”, by Ruperake Petaia? What does it propose in relation to the topic of the role of western education in the lives of people in ‘developing, progressing’ Pacific societies?

POEM STUDY:

KIDNAPPED

This poem was published by Petaia in his 1980 collection of poems called “Blue Pain”

Petaia is of Samoan origin. His works have mostly been responses to the effects of colonialism and western influence on Samoan culture and society.

Kidnapped has been labelled a satirical poem raising concerns about the loss of traditional Samoan knowledge. Why? How? Everyone has been concentrating on the new education system. Just like the young man in Konai Helu Thaman’s poem “Reality’ who went off to pursue his modern education and came back home to be laughed at and to be told by the old man…”Come fishing with me….”

|  |
| --- |
| TITLE : KIDNAPPED  POET : RUPERAKE PETAIA  I was six when  Mama was careless  she sent me to school  alone  Five days a week  One day I was  kidnapped by a band  Of Western philosophers  armed with glossy-pictured  textbooks and  registered reputations  Holder of BA  and MA degree  I was held  In a classroom  Guarded by Churchill and Garibaldi  pinned up on one wall  and  Hitler and Mao dictating  from the other  Guevara pointed a revolution  at my brains  from his Guerilla Warfare  Each three-month term  they sent threats to  Mama and Papa  Mama and Papa loved  their son and  paid ransom fees  each time  Each time  Mama and Papa grew  poorer and poorer  and my kidnappers grew  richer and richer  I grew whiter and  Whiter  On my release  Fifteen years later  I was handed  (among loud applause  from fellow victims)  a piece of paper  to decorate my walls  certifying my release. |

**The Significance of the title Kidnapped**

Petaia chose to call this poem “Kidnapped’. This is an emotive verb, with negative connotations. When one is kidnapped, he/she is taken against her will, leaving behind family and safety. So right from the beginning of this poem, Petaia establishes a critical tone for those that came to the society forcing the island children to leave the comfort of their own homes and enter an alien, unfamiliar education system, a system that kept them imprisoned for fifteen years.

Content Analysis

**Stanza 1**

This stanza describes the beginning of the persona’s involvement with western education. It happened when he was six and he blames his mother for allowing it to happen. Mama was careless.

**Stanza 2**

The person describes his secondary years as the kidnapping period. Teachers with university qualifications and western ideologies took over his education, overpowering him with attractive textbooks and glorious reputations.

***One day I was***

***kidnapped by a banned***

***of Western philosphers***

**Stanza 3**

In this stanza, Petaia allude(mention in passive) to the education curriculum and how foreign topics and subjects are taught to the Pacific mind. The names of famous world rulers Mao, Hitler, Churchill stress the onslaught of foreign elements on the islanders. The result is near insanity as the persona notes.

***Guevara pointed a revolution***

***At my brains***

**Stanza 4**

This stanza equates school fees to ‘ransom’ notes. When one is kidnapped, a ransom note contain the kidnappers demand as to how much the family has to pay to get their loved ones back.In the Pacific, most schools have three school terms and school fees are paid each term.

**Stanza 5**

Here, the persona summaries the effect of the years of western education on his family, his kidnappers and on himself. This is a very symbolic stanza, containing Petaia’s strongest comment on the process of change, westernization and social progress.

**Stanza 6**

The person refers to his graduation, the end of years of studying under the western education system. He gets a document (degree) and is congratulated by fellow Pacific islanders (or fellow victims). He has been released…

ACTIVITY PARAGRAPH WRITING (5marks)

Discuss what this poem is about.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

LESSON 54

STRAND – Reading and Viewing/Writing and Shaping

SUBSTRAND – Literature Feature / KIDNAPPED

LESSON OUTCOME – justify the title of the poem.

ACTIVITY PARAGRAPH WRITING (5marks)

In a paragraph, explain how suitable is the title “Kidnapped” .Quote lines to support your points.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LESSON 55

STRAND: Reading and Viewing/Writing and Shaping

SUBSTRAND: Literature Feature: Poetry/KIDNAPPED

LESSON OUTCOME: relate the poem to their own society

**RELATING THE CONTENT OF THE POEM TO LIFE IN THE PACIFIC (and in Fiji)**

Social annihilation through modern education is a central focus in national development. Governments spent huge segment of their budget on the education sector in the belief that a successful society is one where the citizens are well educated. However, a lot of students fail in the system. They are labelled as failures and under achievers. But in their own environment, in the village, they are skillful. They carry out traditional skills that educated people cannot do. However, their knowledge and skills are not given prestige. This is a cultural lesson: Let us not see progress only in terms of Western practices. Give respect to the islanders and not ‘kidnap’ their lives and minds. Let them choose their type of education.

1. **Cultural Assimilation**

When traditional people allow western lifestyle to dictate their lifestyle, the western culture will take over and become dominant. Progress and development will create the situation in stanza 5.

***I grew whiter and whiter*** becoming ‘more like Europeans’ and less of an islander. Many Pacific people have this nature now. They are assimilated into the new introduced lifestyle.

**Lesson: Do not abandon your culture for the sake of education. Be wise, to control both worlds.**

1. **Progress and Poverty**

In their traditional set up,islanders enjoyed a healthy,wealthy lifestyle. But when move to urban areas to pursue employment to pay for their new life, poverty and other social problems besiege them.Stanza 5 says:

***Mama and Papa grew***

***poorer and poorer***

**Lesson : You will not die if you don’t gain the modern way.**

There is nothing inferior about village life. If you are struggling in town, pack up and go back to the village.

1. **Progress and Globalization**

One of the main causes of development and modernization is economic advancement. Acquiring material possessions and owning modern houses and gadgets seem to be the target for Pacific islanders, including Fijians.

Unfortunately with every step, someone benefits, someone loses. As Petaia wrote in Stanza 5 and ***“my kidnappers grew richer and richer.***

This is also applicable at the global level. Some countries are getting richer and richer at the expence of smaller, less powerful nations.

ACTIVITY PARAGRAPH WRITING (5marks)

Discuss how the poem “Kidnapped’ is applicable to your society.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LESSON 56

STRAND: Reading and Viewing

SUBSTRAND: Literature Feature/Poetry/KIDNAPPED

LESSON OUTCOME: identify the poetic styles used in the poem and their effectiveness.

**POETRY STYLES USED BY PETAIA**

|  |  |  |
| --- | --- | --- |
| **NO** | **Feature of style** | **Significance and effects** |
| **1** | Narrative tone | This poem reads like a story each stanza a step in the story, from the beginning of the persona’s education to his graduation. The narrative style is illustrated by the first line of every stanza  *I was six…*  *One day…*  The style adds interest to the poem |
| **2** | Sound appeal | The poem sound poetic and rythmic with Petaia’s choice of words and syllables.Stanza 1 is dominated by single syllable words and alliteration in the letter ‘s’.  The pattern of sound and rythm makes the poem enjoyable to read. |
| 3 | Word Annotation | Example :  *Mama was careless* (stanza 1)  This is a metaphor to question the mother’s wisdom in allowing her son to become part of the new world. |
| 4 | Powerful imagery | Stanza 2 describes those that educated the persona. The words used;  *A band of western philosophers*  *Armed with glossy-pictured textbooks*  Stanza 3 describes the curriculum *guarded by Churchill and Garibald*.These words create images in our minds that portray a very aggressive system. |
| 5 | Repetition | In stanza 5, the persona repeats concepts  *Mama and Papa grew*  *poorer and poorer..*  *and kidnappers grew*  *richer and richer*  *I grew whiter and white*r  This style emphasises ideas. |
| 6 | Unique word conspirations | Petaia has used several creatively combined words to create suitable moods and emotions in his poem.In stanza 2, he calls the teachers as having registered reputations  In stanza 3, he wrote *Guevara pointed revolution at my brain* |
|  |  | These statements carry the poets sarcasm and criticisms of the way the Pacific people were ‘changed’ in the early periods of modernisation |
| **7** | Allusion to famous names from world leaders | Stanza 3 contains names of past world leaders. Their international significance in world politics and economy add substance to the poem focus on ‘small’ societies bowing to the wishes and ways of ‘big’ powers. |

ACTIVITY PARAGRAPH WRITING (5marks)

Discuss **two** poetic styles used by Petaia in his poem and discuss how effective they are.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

LESSON 57

STRAND – Reading and Viewing

SUBSTRAND – Language Feature/ IDIOMS

LESSON OUTCOME – have a better knowledge about idioms and usage.

MORE ON IDIOMS

RECAP

* Idioms are words, phrases or expressions which are commonly used in everyday conversation
* They are metaphorical to make the language more colorful.
* You can use them to express something more vividly and more briefly.
* They serve as an image or mental picture.
* Remember that idiomatic expressions are mostly used when speaking informally.







E

Everyday Idioms

A grey area - Something unclear

A rip-off - Too expensive

Add fuel to the fire - To add more to an existing problem

As easy as ABC - Something is very easy

Call it a day - Time to quit

Cool as a cucumber - To be very calm under stress

Crack a book - Open up a book and study

Down to the wire - At the last minute

Draw a blank - Can't remember

Fill in the blanks - Provide more information

Get a kick out of it - Really enjoy/like something

Get your act together - Behave properly

Give it a shot - To try to do something

Have mixed feelings - Be unsure of how you feel

Have second thoughts - Have doubts

In hot water - Be in trouble

In the same boat - Be in the same situation

It's in the bag - It's a certainty

I've got your number - To say you can't be fooled by someone since you have them figured out

Miss the boat - You missed your chance

Mumbo jumbo - To call something total nonsense

Out of the blue - With no warning

Pass with flying colors - To succeed at something easily

Piece of cake - Something very easy

Read between the lines - Find the hidden meaning

Second to none - The best

The icing on the cake - Something additional that turns good into great

## Body Part Idioms

## Cross your fingers - For good luck

## Fell on deaf ears - People wouldn't listen to something

## Get cold feet - Be nervous

Giving the cold shoulder - Ignore someone

Have a change of heart - Changed your mind

I'm all ears - You have my full attention

It cost an arm and a leg - It was expensive

Play it by ear - Improvise

See eye to eye - Agree

Slipped my mind - I forgot

Speak your mind - Say what you really feel

Animal Idioms

A bull in a china shop - Someone who is very clumsy

A little birdie told me - Someone told me a secret

Bee in her bonnet - She is upset

Birdbrain - Someone who is not very smart

Busy as a bee - To be very active and working hard at something

Cat got your tongue? - Why aren't you talking?

Cry crocodile tears - To pretend to be upset

Curiosity killed the cat - Asking too many questions may get you in trouble

Different kettle of fish - Something completely different

Doggy bag - A bag to take home leftovers from a restaurant

Fish out of water - Being somewhere you don't belong

For the birds - Something that is not worth anything

Get off your high horse - Quit thinking you are better than others

Goose is cooked - Now you're in trouble

Hold your horses - Wait a minute

Horse of a different color - Something that is quite different, a separate issue

Hot dog - A person doing athletic stunts that are dangerous

Let the cat out of the bag - Tell a secret

Make a mountain out of a molehill - Make something unimportant into a big deal

Night owl - Someone who stays up late

Pig out - To eat a lot

Put a bug in his ear - Make a suggestion

Raining cats and dogs - It is raining very hard

Snail's pace - To move extremely slow

Stir a hornet's nest - To cause a lot of trouble

Teacher's pet - The teacher's favorite student

The world is your oyster - You can achieve whatever/go wherever you want

When pigs fly - To say something is impossible

Wolf in sheep's clothing - A person who pretends to be nice but is not

You can't teach an old dog new tricks - It's harder for older people to learn new things  
Unique Expressions

Idioms are a unique way to get your point across, and show just how fun language can be. Now that you've seen some suitable examples of idioms for kids you can see that it's **a piece of cake** to show your witty side by using an idiom in writing or conversation.

**ACTIVITY**

Guess what it means.

1. Mary has got *a sweet tooth.*
2. *My tooth hurts*
3. *I have pretty teeth*
4. *I like sweets*
5. Bob *is pulling your leg.*
6. *She makes me fall down*
7. *She’s joking with me*
8. *She’s pulling on my leg*
9. *To have a heart of gold*
10. *Someone is nice*
11. *Someone is sad*
12. *I’m going to give you money*
13. *He’s a couch potato*
14. *He watches tv and is lazy*
15. *He likes potatoes*
16. *He found a potato on the couch*
17. *Don’t let the cat out of the bag*
18. *Don’t let my cat escape*
19. *Don’t give away the surprise*
20. *The cat ran away*
21. *Hold your horse*
22. *Don’t let the horse run*
23. *Find the horses*
24. *Wait patiently*
25. *That’s a piece of cake*
26. *I like cake*
27. *That’s easy*
28. *There’s a piece of cake*
29. *Hit the books*
30. *Books are hard to hit*
31. *It is better to hit books than people*
32. *It is time to study*
33. *You crack me up*
34. *You make me laugh*
35. *You hurt me*
36. *You woke me*