

LITERATURE IN ENGLISH

FOR SECONDARY SCHOOL

THEORY OF LITERATURE

POETRY

LITERARY WORK

Novel

PLAY

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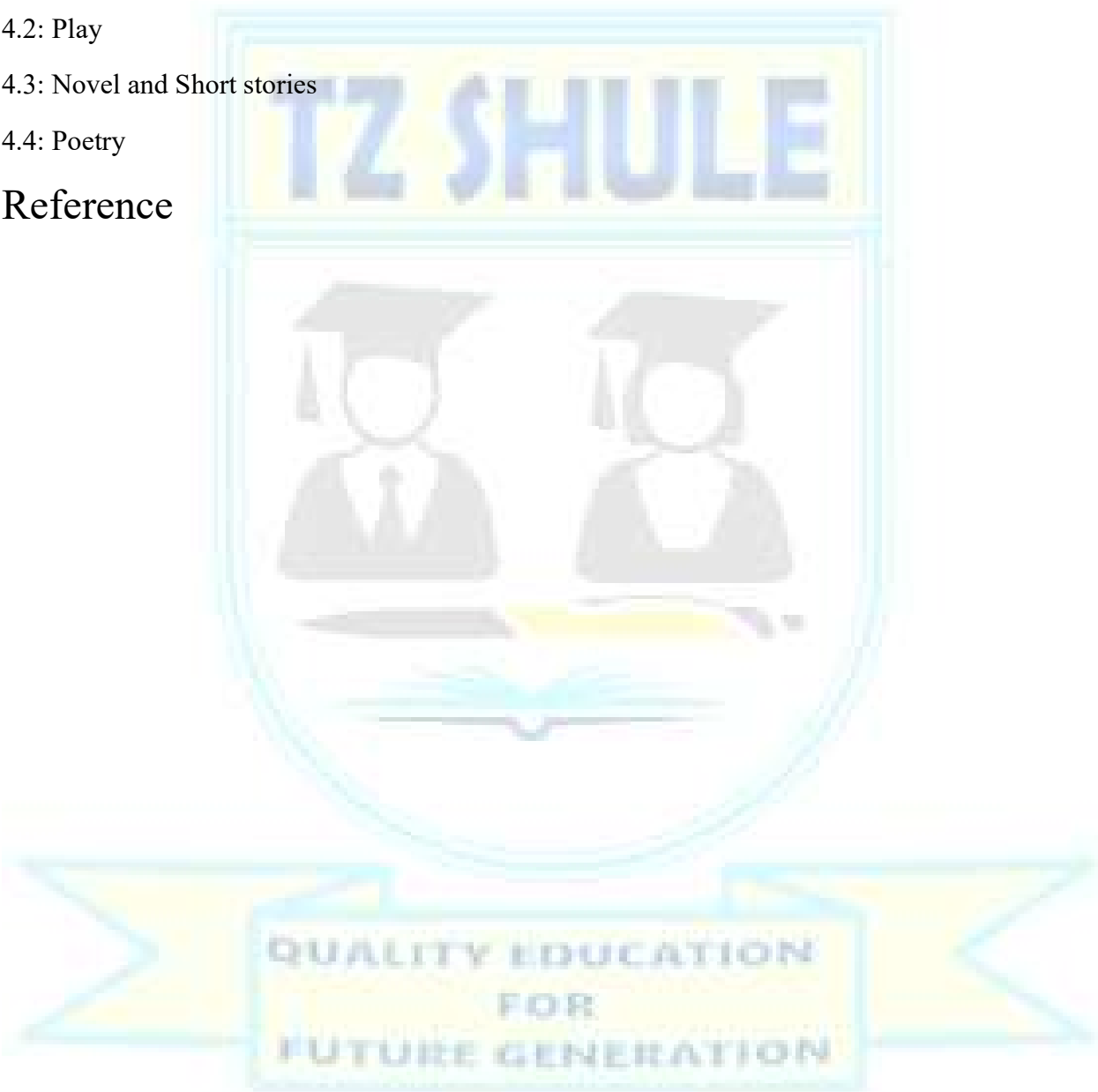
4.1: Introduction to literature and Literary theories

4.2: Play

4.3: Novel and Short stories

4.4: Poetry

Reference



PREAMBLE.

- In studying this subject a student will be exposed to different parts as listed below:-
- Meaning of literature
 - Origin of literature
 - Man and literature
 - Language and literature
 - Types of literature
 - Oral/Spoken literature
 - Written literature
 - Genres of written literature
 - Play
 - Novel
 - Poetry
 - Similarities between oral and written literature
 - Difference between oral and written literature
 - Advantages of studying literature
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 - Form
 - Plot -Technique -Setting
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 - Theme -Message -Conflict
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 - Feminist criticism
 - Historical criticism
 - Psychoanalytic criticism
 - Biographical criticism etc
 - Interpreting literary works
 - Reading program.
 - List of texts to be read
 - Study questions.
 - Sample of literary questions

“TO LEARN IS TO GROW”

CHAPTER ONE: INTRODUCTION TO LITERATURE.

1.1: Meaning of literature.

- The term literature has different meaning but here the term is used in the sense of showing the way a person can make representation of what is taking place in the society artistically.
- Thus, as Literature depicts on what people does in their daily lives, then it have some connectedness with human life.

1.2: Origin of literature.

- Literature is related to man's development in his life because it portrays on what people do or say, how they act, react or behave towards their environment.

1.3: Language and literature.

- Not only that but also during its presentation to the audience literature use language in conveying the intended message, this makes people grasp the message and adopt changes in their life.
- That is to say, literature cannot be separated from man's life as human being need fascination, enjoyment and education for comfortable and better life.
- Therefore, One can define literature as a work of art which use language creatively to represent people's daily social realities.
- OR. Is a product of man's creation through language in representing his social realities.

Qn.1: How far is literature and language inseparable?

- *During the coming lesson we will have a discussion on the types of literature. "Education is Liberty". Wishing you all the best.*

1.4.0: TYPES OF LITERATURE.

- Literature has many types depending on peoples traditions, intentions and the message that is intended to be communicated to the audience.
- Basing on its mode of Presentation one can categories literature into two groups being; Oral or Spoken Literature and Written Literature.

1.4.1.0: ORAL LITERATURE.

- Oral Literature is said to be the first form of literature because it began existing when human being started living together as a community with a common language for enhancing their communication.
- Thus, with language people composed songs which were influential in their working hours.
- As the time went on Oral Literature became a tool for refreshing and entertaining people during and after work, educating as well as shaping the society when the need arises.
- Thus, Oral Literature has some connectedness with the human development in shaping and improving his environment.
- That is to say, Oral Literature is a type of literature which is presented before the audience through a word of mouth.
- OR; Is a type of literature which is presented before the audience in spoken form.
- As it has been said that Oral Literature is transmitted through a word of mouth, therefore one cannot deny that Oral Literature began even before the invention of writings.
- Currently, Oral Literature exists but it is most vivid in illiterate societies.
- **NB:** By Oral Literature being in illiterate societies it does not mean that it is of no use rather Oral Literature is still beneficial in imparting some quick messages.

1.4.1.A: FEATURES OF ORAL LITERATURE.

- a): It is passed through a word of mouth
- b): It involves performance like dancing, clapping hands and singing
- c): It involves both the performer and audience as both the narrator and listeners come together during the presentation.

d): It takes place in actual setting for instance during evening the folktales can be handed at home after work.

e): It is owned by the whole society as all society members the literate and illiterate individuals have chance to access it.

f): It adopts changes depending on time and place.

g): It is rich in characters because both human being and non-human characters are used in portraying the social realities.

h): It differs from one society or generation to another as it preserved on peoples memory.

i): It is rich in types.

j): It usually takes a moral lesson.

1.4.1.B: CATEGORIES OF ORAL LITERATURE.

- Oral Literature is categories into different forms as it bases on the modes of presentation, performance, setting, the themes portrayed, language used as well as form.
- To mention some few categories are as explained below:-

i): **Folktale**- This is a type of Oral Literature whereby parents narrates stories to their children and they are passed over generations.

ii): **Myth**- This is a type of Oral Literature which explains on the early history of a group of people, a natural event or a certain fact. For example every society has its myth on the creation of man.

iii): **Legend**- This is the type of Oral Literature in which the old stories about famous events or people are told. These stories are not always true. For example the story of Fumo Lyongo

iv): **Anecdote**- This is a type of Oral Literature which tells a short amusing story on what someone has done. For instance Mugabe's freeing of Whites in Zimbabwe, Kinjekitile's use of water in his war with Germans.

v): **Fable**- This is a type of Oral literature which takes a short story that tells on a general truth. Also, fables can partly base on fact only. Here the fable on the tortoise and the hare is a good example.

vi): **Saying**- This is a well known and wise statement but it usual carry the meaning which is different from the simple meanings given by the words it contains.

vii): **Riddle**- This is a puzzling question which is often asked to test the cleverness of the one expecting to solve it. Riddles have two parts the part of a statement or question asked by the narrator and the part of an answer which has to be replied by the listener.

viii): **Proverb**- This is a short and well known sentence which is given for imparting a moral lesson or advice. For example One finger cannot kill a louse, Unity is strength, Blood is heavy than water.

ix): **Fairy tale**- These are traditional stories passed to children. Usually these stories involve some imagery creatures and magic.

x): **Idiom**- This is a phrase which is made of words which convey a meaning which is different from the meaning that one can get from a word when it is in its own. For instance Kick the bucket, Pass away, bite the bullet.

1.4.1.C: ADVANTAGES OF ORAL LITERATURE.

- i): It identify the society.
- ii): It broadens people's thinking
- iii): It preserves and transmits people's culture
- iv): It educate people
- v): It criticize people
- vi): It influence people
- vii): It develops language
- viii): It creates employment to people
- ix): It unites people
- x): It encourages people
- xi): It entertains people):

Qn.2: Compose a story of twenty (20) lines with an end "Unity is strength".

- *During the coming period we will use our time in studying written literature. "Unity is strength". Meet you next session.*

1.4.2: WRITTEN LITERATURE.

- This is the type of literature which represents the human social realities in written form.
- In most of African societies written literature came after the invention of writings.
- Before that Oral literature was dominant because the societies were illiterate.
- That is to say, written literature came as a product of western education whereby elites began writing and printing some written media as a way of communicating their messages to their audience.

- Therefore the presence of written literature expands the mode of presenting social realities to people because people becomes aware on what goes on in their societies through both the spoken and written form.
- *During the coming period we will spend our time discussing on the genres of written literature. “Education is a weapon toward success”. Meet you next time. **BYE!***

1.5.0: GENRES OF WRITTEN LITERATURE.

- A genre is a term used in literature when referring to the style which involves a set of characteristics.
- In literature genres is used to mean the categories of written literature which have some set of differing characteristics.
- Therefore, the term genre is French in origin, which denotes types or classes of literature.
- Written literature has three genres being Play, Novel and Poetry.

1.5.1: PLAY/DRAMA.

- A Play is a piece of writing which is designed in the way that it can be acted on stage before the audience.
- OR- It is a piece of writing which is intended to be acted in a theatre.

1.5.1.A: Features of Play.

- They are short
- They have some illustrations on top the cover
- They have few Characters
- They take spectacles
- They encompass music
- They have stage direction

- They take few events
- They are told in dialogue
- They divide events into acts and scenes

1.5.1.B: ELEMENTS OF DRAMA.

-Any successful drama has six elements namely Thought/Theme /Idea, Action or Plot; Characters, Language ordiction, Music or melody and Spectacle.

1. Thought/Theme/Ideas.

- This is what the play means. A theme can be clearly stated in the title.
- Sometimes it can be stated through dialogue by a character who acts as the playwright's voice.
- On the other hand a theme may be identified after some study or thought.
- Thus, themes are abstract or underlying meaning, issues and feelings that grow out of the dramatic action.

2. Action/Plot.

- This deals with events of a play.
- It looks at the way events happen in a play.
- The plot used in plays must have some sort of unity and clarity by setting up a pattern from which each action initiate the next act.
- Usually the plot of a play shows the way characters are involved in conflict that grows from bottom to a top with a certain pattern of movement.
- In most cases the action and movement of any play begin from an initial entanglement named exposition, through rising action, then climax, falling action at last to resolution.

3. Characters.

- These are people presented in the play in order to peruse the plot.
- Every character who is involved in a play can have his or her own distinct personality, age, appearance, beliefs, socio-economic background and language.
- Therefore through the way characters are involved in a play is where a reader can refuse or accept them basing on the way and what represent.

4. Language.

- This deals with word choices made by the playwright and the enunciation of the actors of the language.
- The Language and dialogue used by the characters helps in moving the plot and action of the play along.
- Every playwright can create his or her own specific style in relation to the language one chooses when establishing characters and dialogue.
- Therefore, this element focuses on the way words are chosen and arranged by in order to suit the subject matter portrayed.

5. Music.

- Music can encompass the rhythm of dialogue and speeches in a play.
- It can also mean the aspects of the melody and music compositions as with musical theatre.
- Each theatrical presentation delivers music, rhythm and melody in its own distinctive manner.
- Music is not a part of every play. But, music can be included to mean all sounds in a production.
- Music can expand to all sound effects, the actor's voices, songs and instrumental music played as underscore in a play.
- Music creates patterns and establishes tempo in theatre.
- In the aspects of the music the songs are used to push the plot forward and move the story to a higher level of intensity.
- Composers and lyricist work together with playwrights to strengthen the themes and ideas of the play.
- Character's wants and desires can be strengthened for the audience through lyrics and music.

6. Spectacle.

- The spectacle in the theatre can involve all of the aspects of scenery, costumes and special effects in a production.
- These are visual elements of the play created for theatrical event.
- That is to say, these are qualities determined by the playwright in order to create the world and the atmosphere of the play before the audience's eye.

1.5.1.C: TYPES OF DRAMA.

- Drama consists of different types as explained below:-

a): **Tragedy drama**- This is the type of drama which takes some serious events. In most cases the main character or hero of this drama ends in suffering, danger or death making the play have sad ending.

b): **Comedy drama**- This is the type of drama which consists of some amusing, funny and humorous events which always makes the audience laugh.

c): **Tragicomedy drama**- This is the type of drama which consists of both sad and amusing events. In this drama the main character or hero comes across different hardships but does not end in death.

d): **Historical drama**- This is the type of drama which portrays on the history of a certain society. This drama also takes some elements of both the tragedy and comedy drama however the main character or hero does not end in danger.

e): **Melodrama**- This is the type of drama in which characters involved show some stronger emotions than a usual human being can do. In most cases this drama is aimed for entertainment.

1.5.2.0: NOVEL AND SHORT STORY.

- A Novel is a prose fiction with a considerable length taking some fictional or imaginary characters and events. In most cases novels are very long, when they become short are called Novella.

1.5.2.1: Features of a Novel.

- They are long
- They take some illustrations on top of the covering paper
- They are sequential stories.
- They are divided into chapters
- They are told in monologue
- They take many characters
- They take many events

Qn.3: Choose one topic of your interest then compose either a play or novel of not more than twenty lines.

-During the coming period we will spend our time discussing on poetry. "Self determination is a bridge to true dreams". Happy to meet you, keep on studying hard. BYE!

1.5.3.0: POETRY

- Poetry is a form of literature that uses aesthetic and rhythmic qualities of language to evoke meaning in portraying the human social realities.
- On the other hand, Poetry is the type of literature which uses beautiful, creative and imaginary language in portraying human daily social realities.
- Poetry uses forms and conventions to suggest differential interpretation to words or to evoke emotive response.
- In poetry the devices such as assonance, alliteration, onomatopoeia and rhythm are sometimes used to achieve musical or incantatory effects.
- Also, in poetry the use of ambiguity, symbolism, irony and other stylistic elements of poetic diction often leaves a poem open to multiple interpretations.

1.5.3.A: FEATURES OF GOOD POETRY.

- i): It is rich in figures of speech.
- ii): It evokes emotions.
- iii): It is made of verses and stanza.
- iv): It is made in rhymes and rhythms.
- v): It meant to be sung.
- vi): It gives moral lessons.

1.5.3.B: TYPES OF POETRY.

- Poems can be categorized basing on their forms and content. Basing on forms, one can divide them into traditional or closed poetry and modern or open poetry.
- With traditional poetry refers to those poems which adhere strictly to the traditional rules of composing poems like rhyming schemes, rhythmic patterns, equal number of syllables, verses and stanza.
- Coming to modern poetry refers to poems which ignores the structural patterns of composing poems. These poems are also called the free verse poems.
- Under content the division of poetry bases on what the particular poem addresses to the audience. Some of such categories are:-

a): **Narrative poetry**- This is a genre of poetry that tells a story.

b): **Descriptive poetry**- This is the type of poetry which tells on what someone or something is like.

c): **Lyric poetry**- These are poems which express personal deep thoughts and feelings.

d): **Elegy poetry**- An elegy is a mournful, melancholy or plaintive poem, especially a lament for the dead or a funeral song.

-These are sad and sorrowful poems which are sung mainly for remembering someone who has died.

e): **Sonnet poetry**- This is the type of poetry which is made of fourteen lines with a particular pattern of rhyme.

f): **Ode poetry**- These are poems which express the writer's thoughts and feelings about a person or a certain subject.

-It is a long lyric poem that is serious in subject and treatment, elevated in style, and elaborate in its stanza structure.

g): **Ballad poetry**- This is the type of poetry in which the poems tell a story with deep feelings.

h): **Epic poetry**- These are long poems which deal with a historical subject.

-It is a long verse narrative on a serious subject, told in a formal and elevated style, and centered on a heroic or quasi-divine figure on whose actions depends the fate of a tribe, a nation, or the human race.

i): **Dramatic poetry**- This is a kind of drama which is written in verse to be spoken or sung.

1.5.3.C: IMPORTANT TERMS USED IN THE STUDY OF POETRY

-In the study of poetry one may meet with different terms as discussed below:-

i): **Poetry**- This is the art of composing or collecting poems.

ii): **Poem**- This is a piece of writing in verse and stanza form which expresses deep feelings in a beautiful language.

iii): **A verse**- This is a single line in a poem. This line forms a stanza or a part of a stanza.

iv): **Stanza**- This is the combination or collection of verses. A stanza can also form a poem or be a part of a poem.

v): **Poet**- This is a man who composes poems.

vi): **Poetess**- This is a woman who composes poems.

vii): **Persona**- This is a person who speak in the poem. Sometimes persona is called dramatist.

viii): **Rhyme**- These are similar sounds which appears at the terminal points either across or at the end of each line of the poem.

ix): **Rhythm**- These are regular movements of beats occurring in the poem as the result of the rising and falling of sounds.

x): **Refrain**- This is the repeated line which appears at the end of each stanza in the poem.

xi): **Tone**- This refers to the quality of voice which is used in the poem depending on the message to be conveyed before the audience.

xii): **Mood**- This refers to the state of mind of a reader which comes after reading a poem.

xiii): **Title**-This refers to the name of the poem. Some poems take ironical names from which the reader can identify the meaning of such poems.

xiv). **Theme**- This refers to the central idea which is conveyed in the poem.

xv). **Message**- This refers to the lesson that one build after reading a poem.

xvi). **Poetic license**- This refers to the freedom that poets and poetess has in violating some facts and grammatical rules when composing poems.

xvii): **Imagery**- This is the figure of speech which creates mental pictures through words. Poems are rich in this figure of speech as it appeals through senses like touch, seeing, smell, taste, sound as well as kinesthetic.

xviii): **Symbolism**- This is a figure of speech which use objects in presenting ideas.

xix): **Poetic diction**- This refers to the way words are chosen and arranged esthetically in poems to portray human reality.

1.5.3.D: HOW TO INTERPRET A POEM.

-In order to analyze any poem well one should adhere to the following procedures:-

- a): Look and observe at the poem careful- This helps in identifying the number of verses and stanza that forms it. Also, through this one can understand whether the poem is traditional or modern.
- b): Read the whole poem careful.
- c): Re-read the poem carefully while identifying the difficulty words used in it.
- d): Find the meaning of difficulty words used in the poem.
- e): Re-read the poem carefully relating the meaning of difficulty words to the context of the poem.
- f): Ask yourself on what the poem is all about?
- g): Identify the themes portrayed in the poem.
- h): Comment on the mood of the speaker.
- i): Identify the messages found in the poem.
- j): Comment on the poetic diction employed in the poem.
- k): Relate the poem read to you personal and national life experience.

Qn.4: By using your experience gained in the study of literature, explain on features which make poetry differ from other genres of literature.

Study guide.

- Prepare some samples of poems from the selected texts.
- Through guiding questions lead students in groups of five to exercise interpreting the poems chosen.
 - *During the coming session we will spend our discussion on the similarities and differences between oral and written literature. “The root is bitter but its fruits are sweet”. Happy to meet you. BYE!*

1.6: RELATIONSHIP PRESENT BETWEEN ORAL AND WRITTEN LITERATURE.

- a): Both portray on human social realities
- b): Both use language as its medium of communication
- c): Both consists of two elements that is form and content
- d): They perform similar functions like educating, developing language and uniting people.

1.7: DIFFERENCE PRESENT BETWEEN ORAL AND WRITTEN LITERATURE.

ORAL LITERATURE.	WRITTEN LITERATURE.
- It is presented orally.	- It is presented through writings.
- It is preserved in memory.	- It is preserved in writings like novels and plays.
- It involve performance.	- No performance rather reading.
- It adopt immediate changes	- Does not adhere to immediate changes rather improving the coming edition.
- It is rich in types.	- It has few types.
- It is rich in characters..	- It is limited to human characters.
- It is owned by the whole community.	- It is owned by the author.
- It is old in age.	-It is young in age.
- The performer and audience come together during the presentation.	- The writer and the reader stay separable.
- It develops the speaking and listening skills.	- It develops the writing and reading skills.

Qn.5: “Oral and written literature are inseparable” Show the truth of this statement by giving two examples per each reason.

- *During the coming session we will spend our discussion on the significances of studying literature. Happy to meet you. BYE!*

1.8: ADVANTAGES OF STUDYING LITERATURE

- i): It identify the society.
- ii): It broadens people's thinking
- iii): It preserves and transmits people's culture
- iv): It educate people
- v): It criticize people
- vi): It influence people
- vii): It develop language
- viii): It entertain people
- ix): It unite people
- x): It encourage people
- xi): It create employment to people

Study guide.

A:-Select some samples of songs then guide students to identify the advantages of each song.

B:-Guide students to read some sample of stories.

-Lead students pairs to relate the stories read to their personal or national life experience.

- **In the coming lesson we will use our time discussing on the elements of Literature. Happy to meet you. BYE!**

1.9.0. ELEMENTS OF LITERATURE.

-Any literary work is made of two elements named form and content. To begin with form it is discussed below:-

1.9.1: FORM.

-This is the principle that determines how a work is ordered and organized. Also one can say that it is the superstructure of a literary work. Form consists of five sub parts which are:-

a): **Plot or sequence**- This refers to the way events and actions in a literary work has been rendered and ordered toward achieving particular artistic and emotional effects.

-A literary work can be ordered from beginning coming to the middle and the end.

-The beginning initiates the main action in a way which makes us look forward to something more; the middle presumes what has gone before and requires something to follow; and the end follows from what has gone before but requires nothing more.

-Usually audience feel satisfied when the plot is complete.

b): **Style or technique**- This refers to the way of doing something. In literary works style refers to the manner of linguistic expression from which literary artists want to say whatever they want to portray before their audience.

- In most cases literary works are presented in either dialogue or monologue techniques however there are other techniques which can be used by literary artists in order to effect their messages to audience.

-That is to say "form" is not simply a fixed container like a bottle into which the "content" or "subject matter" of a work is poured but beyond this.

Qn.6: Explain on the seven techniques that authors use when composing their literary works.

c): **Setting**- This refers to the general locale, historical time, and social circumstances in which events and action of a literary work occurs, happens or takes place.

-The setting involved in a literary work can be actual or hypothetical depending on the intention of the artist of a work at hand. -Usually the setting employed in a literary work has something to communicate. It can be the status of characters, time as well as the state of the event portrayed as has sad or happy ending.

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d): **Characters**- are the persons represented in a literary work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say or do and their distinctive ways of saying and doing things.

-These are human beings, animals or other objects that are used by literary artists in their works to represent human traits, behaviors and actions.

-The process of assigning different roles to be played by characters involved in a literary work is called characterization.

-In literary works characters can be identified from

- What they think.
- What they say.
- What they do.
- The way they behave.
- What others say about them.
- What the author says about them.

-Characters involved in a literary work can be grouped as major and minor characters however there are types of characters basing on the role they play in a literary work.

Qn.7: Explain on the types of characters used by authors in literary works basing the roles they play.

- *In the coming period we will discuss on the fifth sub-element of form called **DICTION or LANGUAGE USE**. Best wishes.*

e): **Language use or diction**- This refers to the choice and arrangement of words in a literary work in order to achieve special effects to audience.

-Language used in literary work can easily the understanding of a work at hand or limits people's understanding of the work especially when an elevated language is employed in it.

-Also, the language used in literary work beautifies the work and attracts the audience in accessing the messages portrayed in it.

-Apart from that, the language used in literary work differ from that we use in our ordinary conversation. This comes because of the use of idioms, proverbs, riddles as well as

employing it figuratively leading to departure from the standard order or what users of a language apprehend as the standard meaning of words.

-Thus, from the figurative language employed in literary works audience are exposed to different styles of using language depending on the content and setting at hand.

FIGURES OF SPEECH

- Figures of speech- These are words which are used when referring to one thing in term of another artistically.

-They are expression which uses words to mean something different from their ordinary meaning.

-Some examples of the figures of speech are:-

i): **Simile**- This is a direct comparison between two different things being indicated by words “like” or “as”. For example:-Janeritha is beautiful like a red rose.

-Haji is as greedy as hyena.

-Her gown is shining like gold.

ii): **Metaphor**- This is the direct comparison of two unlike things without using the word “like” or “as”

-This is an expression which transfers the semantic meaning by describing a person or object in a literary way.

-It is an expression which describes a person or object by referring to something which is considered to possess similar characteristics without asserting a comparison.

For example:-Judy is snake.

-Halidi is chameleon.

-They are donkey.

iii): **Personification**- This is a figure of speech which provides animals, objects and other inanimate things with attributes of doing and behaving as human being.

-It is a figure of speech in which either an inanimate object or an abstract concept is spoken of as though it were endowed with life or with human attributes or feelings.

For example:-An elephant called a meeting for the horn animals.

-Antelopes were singing and dancing joyful.

-The forest was threatening all the passer-by.

iv): **Euphemism**- This is a figure of speech which uses words and phrases that avoids saying some abusive and offensive words.

For example:- The have left for a short call.

-Our judge has passed away or kicked the bucket (Our judge has died)

-Hanna is in a family way (Halima is pregnant)

v): **Hyperbole**- This is a figure of speech which exaggerates the reality of things.

-It is a figure of speech which makes someone or something sound bigger, better and greater than its reality.

For example:-The forest of diseases has weakened my health.

-The million of hands has elected him a Village Chairman.

-Hyperbole is sometimes called **overstatement** where by things and concepts are described as important or serious than they real are.

vi): Its opposite is **understatement** in which the reality of things are diminished or reduced and made small or less important than they real are.

For instance:-She is resting in the ward for a month now.

-They closed their eyes off cholera.

-He has been hurt by a cobra

vii): **Litotes**- This is a special form of understatement a figure of speech which is the assertion of an affirmative by negating its contrary.

For instance:-He's not the brightest man in the world (He is stupid)

-They will not fail this match (They will win)

-The plot is not expensive (It is cheap)

viii): **Imagery**- This is a figure of speech which uses words in creating mental picture. In most cases images with word can be created in appeal to senses of sound, touch, taste, seeing, smell as well as kinesthetic.

For example:-Her hands are tender to touch.

-Her eyes can destroy any body.

- Her teeth are white as milk.

ix): **Symbolism**- This is a figure of speech in which objects are used in representing different ideas. For example:-An owl- Evil spirits -A black cloth- Sadness

-A red cloth- Danger -Dog- Safety

xi): **Irony**- This is a figure of speech which uses words that suggests its opposite in meaning.

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-It is a figure of speech which uses words that hides its meaning in order to achieve a certain effect. For example:-You are good at yourself.

-He is good physician; he scored 05 in a test.

-Irony can be identified being in form of **satire** and **sarcasm** whereby some expressions are used when one intends at criticizing people or ideas in a humorous way.

xii): **Tautology**- This is a figure of speech whereby some words are repeated in order to achieve some special effects.

For instance:-Why? Why? Why are you beating him?

-No! No! No! This book is mine.

-Hey! Hey! Hey! Hurry up!

xiii): **Rhetorical question**- This is a figure of speech in which a direct question is asked without requesting information or inviting a reply, but to achieve a greater expressive force than a direct assertion.

-It is a question which is asked without demanding an answer.

For example:-Wow! Halima, are you still her?

-Abdala, It's you!

-Hey! She has stolen, isn't it?

xiv): **Archaisms**- This refers to the use of words which are not in use any more.

-It refers to the use of abusive words in literary works.

For example:-Son of a bitch why are you following me.

-Stupid! Away from me

xv): **Barbarism**- This refers to the use of other language different from the one employed in a literary work. For example:-You are lost dada,

-Since uhuru we have poor social services.

xvi): **Pun**- This refers to the playful use of words which are either identical or similar in sounds in order to convey different meaning.

For example:-Development

-Building the nation

-Eat more

xvii): **Metonymy**- This refers to the way something is referred by words especially that describes the quality or feature of that thing.

-This refers to the way one thing is applied to another with which it has become closely associated because of a recurrent relationship in common experience.

For example:-Ikulu (President)

-Palace (King)

xviii): **Synecdoche**- This is a figure of speech whereby a part of something is used to signify the whole. For example:-Kilimanjaro/Nile (Africa)

-White house (America)

-Nkuruma (Ghana)

xix): **Paradox**- This is a figure which is made of a statement consisting of two opposing or contradictory ideas or facts.

xx): **Oxymoron**- This is a figure of speech which is made of two words that have or seem to have opposite meanings. For example:-Pleasing pains

-Jealous friend

-Hateful love

xxi): **Enjambment**- This is a figure of speech which is common in poems whereby some words of the previous line are carried to the next line.

For example:-To learn is to grow,

-Growing to success,

-Success of our dreams,

-Dreams of our future,

-Wow! Learning makes dreams true.

xxii): **Analogy**- This is a figure of speech which is used when making comparison between things which have similar features. It is mostly used to help in explaining a principle or idea.

For instance:-We will speak, now my pumpkin is aching (head)

-She will not attend because of her pump felt (heart)

xxiii): **Allusion**- This is a figure of speech which makes a direct reference to a person, book, place or event that is very well known.

- This is a figure of speech which passes reference without explicit identification to a literary or historical person, place and event to another literary work or passage.

For example:- I have a dream today -This at last is bone of my bones and flesh of my flesh

-Leo mmepanda basi la makabila.

xxiv): **Onomatopoeia**- This is a figure of speech which is made by words that suggests the sounds made by objects. For example: -Hiss -Buzz -Rattle -Bang

Qn.8: How far is the language used in literary works differ from that we use in our ordinary conversation?

Study guide.

-Assign students with a sample of story to read and comment on the language used.

- ***During the coming session we will introduce ourselves on the second element of literature named Content. Happy to meet you. Bye!***

1.9.II: CONTENT.

-This refers to what is said in a literary work.

-Content in literature deals with the ideas that are contained in a particular work. This element consists of five parts namely theme, message, conflict, philosophy and stand.

a): **Theme(s)**- This is the main, central idea or subject that is portrayed in a certain literary work.

-In most of the African literary texts the reader can meet with African traditions, colonialism, liberation, dictatorship, modernism as well as cultural conflicts as themes.

-Thus, any literary work has a single theme but it is built by other subjects in order to effect the intended message to the audience.

b): **Message(s)**- This is the lesson that an individual obtain after reading a certain literary work.

-It is the most important idea that we get from the literary texts we read. For instance after reading a certain text one can learn that:-

-As far as the time changes some African traditions like early marriage, polygamy, forced marriage, women circumcision and inheritance of wives are to be left as they endanger our health.

-Sacrifice, unity and solidarity are very important tools towards people's total liberation struggle.

Study guide.

-Provide students with sample of stories to be read.

-Guide students in groups of five each to identify themes portrayed in the story read.

-Lead student pairs to identify the lessons that can be obtained from the story read.

Qn.9: Read the story below then answer the questions that come after it;

That evening all the young people sat together in the old hut of Ngusulu. Ngusulu arrived and welcomed them kindly. Then he began to tell a story. The story was on the first Man and woman of the land that God had given to them.

“God gave the Man and the Woman the Land”. God said, “This Land I hand over to you, O man and women. It is your duty to keep and look after it forever”. There was a strange light in Ngusulu’s eyes as he spoke. When he told this story, he forgot that his friends were waiting him so that they can go to the second village for paying pride price for his wife to be.

Winfrinda; his favorite sister listened carefully at the story of the beginning of the word. She wished to be stood next God and see all the Land. At last Ngusulu cried out, “But where does our land goes?”

QUESTIONS:-

- i). Name any three (3) settings involved in the story.
- ii). Identify any five (5) characters involved in the story.
- iii). By giving one (1) example; mention any six (6) themes portrayed in the story.
- iv). Outline any five lessons you have learned from the story.

C: Conflict- This is the active disagreement between people or groups of people who have some opposing ideas, beliefs, opinions, interests, principles or feelings.

-The conflicts arising in literary work helps much in the development of their plot.

-This comes from the way one conflict calls for the coming of another event.

-Thus, making the events portrayed in literary work have a cause-effect relationship.

-Also, with conflicts portrayed in a literary work the reader is hooked at following the events until the end of the story.

-This comes because of the reason that the disagreement shown builds suspense making the reader create desire of knowing on what and how the next event will happen.

-The conflicts which are portrayed in literary works can be categorized into different groups as discussed below:-

i): **Economic conflict-** This is the type of conflict from which characters are portrayed differing in interests, opinions, beliefs and ideas because of having some ambitions over a certain economic wealth. For instance some people or societies can be shown fighting over land or property ownership.

ii): **Political conflict-** This is the type of conflict from which characters are shown in disagreement which is resulted from ambition of power, misuse of power or dictatorship. For

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instance the ruling party can be shown in disagreement with the opposing parties or Citizens can be shown opposing their government.

iii): **Social conflict**- This is the type of conflict in which characters from a certain class can be shown opposing the other class. For instance one can identify that the poor are opposing the rich, Peasants are against pastoralists, elites are against illiterates and traditionalists are against modernists.

iv): **Family conflict**- This is the type of conflict in which characters who are family members are shown differing in ideas, interests, opinions as well as thoughts. For instance one can reveal that parents are against children, One family is against another family, Brothers are against sisters as well as Wives being against their husbands.

v): **Personal conflict**- This is the type of conflict in which a character is portrayed regretting upon his or her act, choice or decision. Personal conflict can easily be identified as the character is in dilemma over some matters.

d): **Philosophy**- This term is used in literature to mean the author's belief on the work he or she has wrote to the audience.

-In most cases authors believes that as people reads their works, they can come up with new ways of approaching their daily lives.

-That is to say, authors write their works with an open eye of imparting good morals and best ways of attaining good living among and between people.

-Thus, reading literary works it has not to be underestimated because it exposes readers to some new and different living experiences.

e): **Stand**- This term is used in literature when referring to the author's opinion upon his or her work. For instance in most of the tasks written by women they portray on the possibility of attaining sexual equality while in male authored tasks women are shown as weak, dependent, obedient and submissive to their husbands.

Qn.10: Read the story below then answer the questions that come after it.

The same day in some late evening Mkalayena and his brothers left to the river. Being on the way Vinikute told his brothers, “My brothers! Why don’t we rest here for some minutes?” Bahati looked at Mkalayena cowardly. “Why do you give me that look” Mkalayena asked. “Do you want to kill me?” He added. “Worry not Bahati i am joking. I know you love me. After all you are my relatives. If anyone plans to harm me i am assured that you will defend my life”. Mkalayena finished speaking while coming close to Bahati. They all smiled. As Mkalayena finished speaking Vinikute was possessed with some strong thoughts. “It is true that Mkalayena is our brother. He is our blood. After all we are proud of him. He is the only educated boy in our family. Yes! To the village as well. Mmmnh! There is no need to touch this innocent blood!”. Bahati interrupts Vinikute’s thoughts as he comes in with another idea, “My brothers! It is better if we rest under that shaded tree”. Vinikute looked at Mkalayena and they all agreed.

After some minutes under the shaded tree Vinikute broke their silence. He said, “My brothers! Will you listen to my story while resting?” Bahati and Mkalayena replied fondly, “Wow! Tell it”. Vinikute began by saying, “Once upon a time there was a man who married a woman. Unfortunately his wife stayed longer without getting children. The man became sad. His wife advised him to marry the second wife. She promised to care all the children as hers. Her husband opposed the idea but his wife insisted and proposed the family and the woman that her husband was to marry. At last the man agreed. He married as his wife proposed. The second wife bore four children. She began despising the eldest wife that she was infertile. This woman felt bad. She cried bitterly. She began consulting her gods. At last she got a baby boy. She named him ‘Msuke’ meaning that, “The child has been asked from gods”. From this moment the woman became very respectful. People’s feet were not lasting at her home. At last the second wife became jealous. She made a plan and killed the eldest wife. While planning to kill the eldest wife’s son some people revealed the secret. The son being of value they saved him and later he became a very important person to his family and the whole society.”

Bahati and Mkalayena looked very sad when Vinikute went on narrating his story. At last Vinikute finished narrating the story by saying, “my story ends here”.

QUESTIONS.

- i). Name any three (3) settings involved in the story.
- ii). Identify any five (5) characters involved in the story.
- iii). Identify the plot used in telling the story
- iv). Outline the techniques which has been used in the story.
- v). Comment on the language used in the story.
- vi). By giving one (1) example; mention any six (6) themes portrayed in the story.

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vii). Outline any five lessons you have learned from the story.

viii). List down any three conflicts depicted in the story.

ix). With four reasons verify how far is this story relevant to your personal and national life experiences.

CHAPTER TWO: THEORIES OF LITERATURE.

- A theory is a statement with some set of rules through which something can be studied.
 - With theories an individual can study on other peoples beliefs, culture and their way of seeing and perceiving the world.
 - Also, through theories one can study and explain facts, events, opinions or people's explanation.
 - Therefore in literature, the literary theories are lenses, principles or approaches through which a literate reads and comes to the point of knowing on what a certain literary work is all about.
 - These are methods which help the reader of a certain literary work to read and understand the text by observing it from different angles.
 - Thus, literary theories are works as guiding tools as one want to start analyzing literary texts.
- There are many literary theories but some of the modern literary theories are:-

a). **Marxist Criticism** – This theory is influenced by the political and economic writings of Karl Marx. Marxist Literary Criticism is concerned with how a work is made of classes, how those classes relate, how does the powerful class exercise its power and the way power structures of society like religion, army, mass media, political parties, courts and prisons influence the reading of a text, as well as how that text is commenting on the author's or reader's own culture or society.

b). **Historical Criticism** – This theory states that literature is important because it helps us understand a particular literary era.

-That is to say the understanding of history is important in understanding any given text.

-A critic employing the Historical Critical Lens would be concerned with the era's shaping of the story and also what the story says about that era.

c). **Feminist Criticism** – This theory is developing from the Feminist movements of the Twentieth Century.

-Feminist Criticism is concerned with the politics of women's authorship and the representation of women's condition within literature, as well as how genders interact with one another in a story.

-The Feminist Critic is concerned with what the story has to say about power dynamics between the genders.

-Feminist critics often approach a text as an artifact that tells the reader something about gender relations within their society.

d). **Psychoanalytic Criticism** – This theory is inspired by the work of Sigmund Freud.

-The psychoanalytic critics believe that the author is central to the work, because one can derive information about the author from details in the text.

e). **Biographical Criticism** – This theory states that the author is central to the work because one can derive meaning about the work from the author's background.

-**Other theories** are formalism, structuralism, deconstruction, post-structuralism, new criticism, colonialism, post-colonialism etc.

Qn.11: Read the story given below then answer the questions that come after it.

One evening Malimwengu called his daughter and began saying, Thank you my daughter. I your father have seen your heart. Naomi, come close to me. Yes! My daughter i appreciate you the way you have helped me ins all these medication. It is my hope that you are going to bury me respectful.

My time has come to join my ancestors; I will be with you no more. Be careful with you brother. He is big eyed on my wealth. Naomi, my child you know well the piece of land allocated at Madege, you know well of my shops scattered in this village and you are not ignorant of my three houses including the recent car which I have bought; let them be on your hands.

Father how possible is this thing? It is against our tradition. My brother will be angry. Father, uncle Hadi your younger brother will kill me of this. No! No! No! No one will disturb you. Father you know well that in our society women does not own wealthy, even when their husbands dies their wealthy are distributed among the dead man family members as well as passing the left wife to another man. How will this be possible?

I know it is not easy for you to understand this. When I was a child I saw women restricted from owning land, eating some kinds of food even meet. Some were silent when their husbands misused the family wealth. Accept my daughter. Use them in caring grandchildren. One thing i insist, be strong! Be strong my daughter, be strong! Then, he took his last breath.

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QUESTIONS.

- i): Suggest a theory which suits in analyzing this story.
 - ii): Give three reasons to explain on why you think the theory chosen is best.
-

CHAPTER THREE: INTERPRETING LITERARY WORKS.

3.1: What do you understand by the term interpret?

-“Think that you are walking home, on the way you meet a man walking while swaying and fails to stand and walk properly”. How will you consider this man?

May be one can say the man is drunk.

-“Also, think that you meet with a woman who is in hurry but she is provoking insults”. How will you identify this woman?

One can say that this woman is angry.

Now, what does the term interpret mean?

Therefore the term *interpret* means giving meaning to something.

Also, one can say that to interpret is to decide on the meaning intended by something.

3.2: What can one interpret in life?

People can interpret things, events, situations as well as their daily deeds. For instance one can interpret a story, song, poem, saying, proverb, road sign, novel, facial expression as well as plays.

3.3: What can one real interpret in literary works?

In literary works the reader makes criticism of a text at hand by identify form and content used in it.

3.4: How can one interpret a literary work?

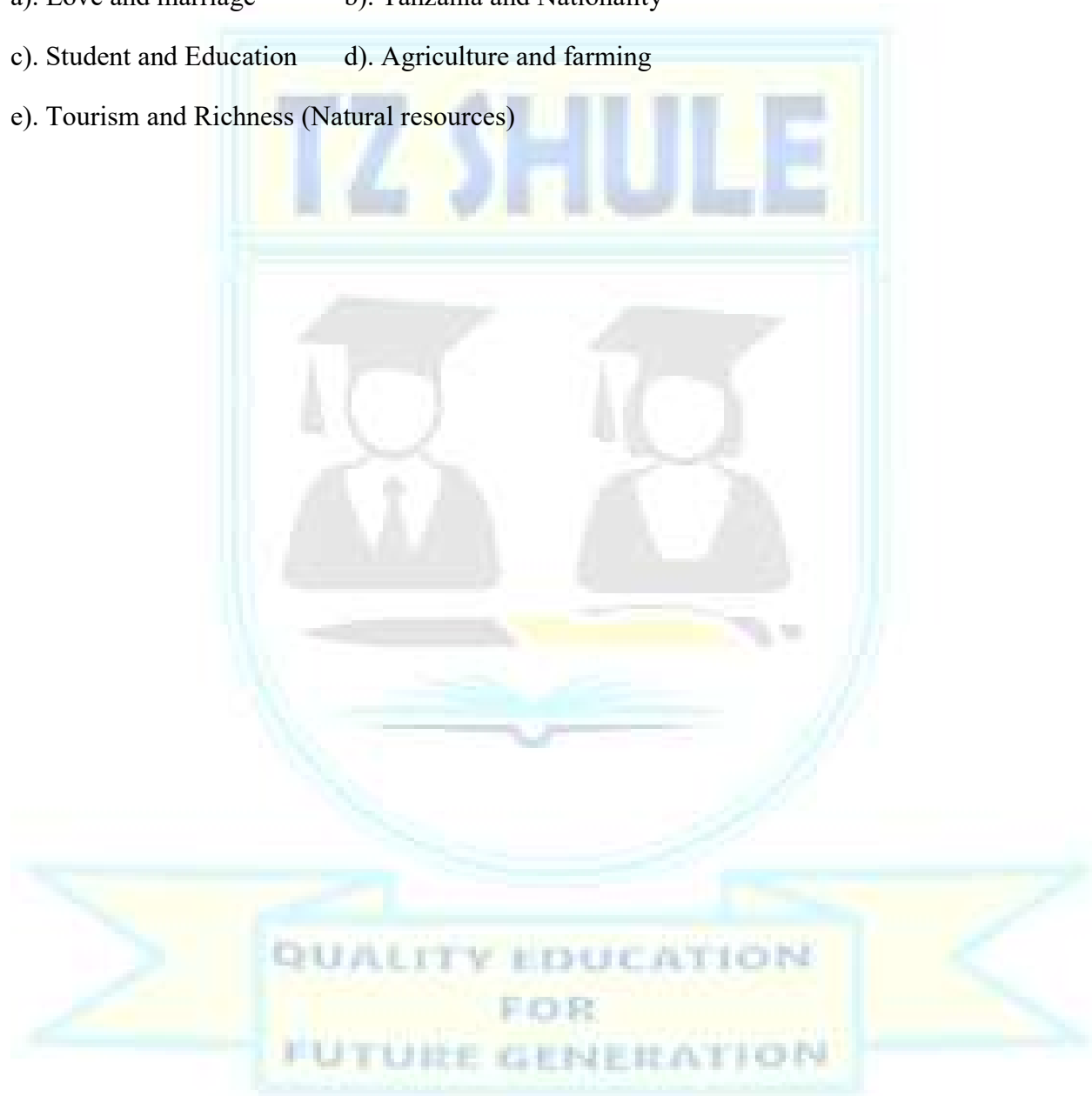
Usually, literary works are interpreted while relying on some theories; thus making the reader identify the way a particular text represent his or her personal and national life experience.

Qn.12: What does each picture below represent?

- a).  b).  c).  d).  e). 

POSSIBLE ANSWERS.

- a). Love and marriage b). Tanzania and Nationality
c). Student and Education d). Agriculture and farming
e). Tourism and Richness (Natural resources)



3.5.0: READING PROGRAM.

> THE LIST OF TEXTS TO BE READ

3.5.A: PLAYS.

- *The Lion and the Jewel - Wole Soyinka
- *The Trials of Brother Jero - Wole Soyinka
- *The Swamp Dwellers - Wole Soyinka
- *Kinjekitile - Ibrahim Hussein
- *Dilemma of a Ghost - Ama Ata Aidoo
- *The Barbed Wire - Mukotani Rugyendo
- *Dedan Kimath - Keneth Watene
- *The Government Inspector - N.Gogol

3.5.B: NOVELS OR SHORT STORIES.

- *Tales of Amadou Koumba - David Drop
- *Quartet - Richard Rive
- *A Walk in the Night - Alex La Guma
- *Houseboy - Ferdinand Oyono
- *The Old man and the Medal - Ferdinand Oyono
- *The Concubine - Elechi Amadi
- *Sundiata: An Epic of Old Mali - Niane, D.T
- *Secret Lives - Ngugi wa Thiong'o
- *The Three Old Stones - Martha Mvungi
- *Girls at War - Chinua Achebe
- *Uncle Tom's Children - Richard Wright

3.5.C: POETRY.

- Poems from East Africa - David Cook and David Rubadiri
- Selected Poems - Tanzania Institute of Education

PART. A: PLAY ANALYSIS

FIRST TEXT

PLAY TITLE: THE DILEMMA OF A GHOST AND ANOWA.

PLAYWRIGHT: AMA ATA AIDOO.

PUBLISHERS: LONGMAN AFRICAN WRITERS.

PUBLICATION: 1965.

A: CHARACTERS AND CHARACTERIZATION.

i). **ATO YAWSON.**

-A young Ghanaian graduate

ii). **EULALIE YAWSON.**

-An Afro-American graduate

iii). **ESI KOM.**

-Ato's mother

iv). **MONKA.**

-Ato's sister

v). **NANA.**

-Ato's grandmother

vi). **AKYERE.**

-Ato's elder aunt

vii). **MANSA.**

-Ato's younger aunt

viii). **PETU.**

-Ato's elder uncle

ix). **AKROMA.**

-Ato's younger uncle

x). **1st AND 2nd WOMAN.**

-Ato's family neighbours

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B: THEMES.

1. Promise-This is portrayed as it is said that,

“And all my people your people...

EU: And your god my gods?

ATO: Yes.

EU: Shall i die where you die?

ATO: Yes... and if you want you shall be buried there also...” Page.9-10

2. Love-This is portrayed as it is said that,

“ATO:...I love you Eulalie...” Page.10

3. Jealous-This is portrayed as it is said that,

“ATO:...I couldn’t bear seeing you love someone else better than you do me...”
Page.10

4: Cultural alienation-This is portrayed as it is said that,

“ATO:...We shall postpone having children for as long you would want...”
Page.10

“ATO:...She said that my people have no understanding, that they are uncivilized...” Page.50

5. Awareness-This is portrayed as it is said that,

“EU:...Darling, some men do mind a lot...

...But still I understand in Africa...” Page.10

6. Position of a child-This is portrayed as it is said that,

“2nd W:...Sometimes we feel you are luckier

Who are are childless.

1st W:You are luckiest ho have them...” Page.11

“PETU:...When two people marry, everyone expects them to have children.

For men and women marry because they want children...” Page.44

7: Ignorance- This is portrayed as it is said that,

“NANA:...They say they buy *kresin* and pay for it with money...” Page.13
(KRESIN-KEROSIN)

“MONKA:...Hurere...

THE W:...Hurere...” Page.16 (HURERE-EULALIE)

“MONKA:...Amrika! My brother...” Page.17 (AMRIKA-AMERICA)

8. Advice-This is portrayed as it is said that,

“NANA:...Why do you not take her to Kofikrom? The herbalist there is famous...” Page.14

9: African tradition

i). Bride price- This is portrayed as it is said that,

“ESI:...and add to it to give to Ato’s father to pay for the bride price for its owner...” Page.15

“...I have sold your sheep to pay the bride price for you when you make up your mind to marry...” Page.16

ii). Treatment- This is portrayed as it is said that,

“PETU:...Whose stomach shall we wash with this medicine...” Page.43

iii). Believes- This is portrayed as it is said that,

“PETU:...This day we try to drive away all evil spirits, ill luck and unkind feelings...

...We invoke our sacred dead to bring us blessings...

...Then pour libation to ask the dead to come and...” Page.44

10: Illiteracy- This is portrayed as it is said that,

“ESI:...Ato, you know that some of us did not hear the school bell when it rang...” Page.17

11. Tribalism- This is portrayed as it is said that,

“AKYERE:...What is her tribe?...

NANA:...She has no tribe?...” Page.17

12. Humiliation- This is portrayed as it is said that,

“ESI:...And if you threw my gifts into my face and drove me out of your house how, can I forget it?...” Page.34

“ESI:...Where did you through the snails?...” Page.34

13: Meanness- This is portrayed as it is said that,

“ESI:...Neither you nor your wife bothered to give us seats to sit on or water to cool our parched throats...”

...How can I then sleep in a house where I am not welcome?...” Page.34

14. Lamentation- This is portrayed as it is said that,

“ESI:...Oh, Esi of the luckless soul...

...My knees are callous with bending before the rich...

...how often did I wept before your uncles and great uncles while everyone complained that my one son’s education wasruining our home...” Page.35

15: Modernity- This is portrayed as it is said that,

“EULALIE *makes as if to stand and speak but sits down again and continues puffing at her cigarette...*” Page.34-35

“...EULALIE *still puffing at a cigarette...EULALIE continues to puff her cigarette...*” Page.36

“ATO:...Her womb has not receded!...If we wanted children, she would have given birth to some...

In these days of civilization...It can be done...” Page.51

C: CONFLICTS.

i). Ato against his family- This is portrayed as it is said that,

“ALL:...You are married? Married! Married!...

ESI:...Who is your wife?...

AKYERE: When did you marry?...” Page.16

“AKYERE...What is her tribe...

PETU:...Where does your wife come from...” Page.17

ii). Ato against his mother- This is portrayed as it is said that,

“ATO:...Are you still harbouring this grievance?

ESI:...Do not annoy me, please. How can I forget it?...” Page.34

iii). Ato against Eulalie- This is portrayed as it is said that,

“ATO:...Now you have succeeded in making trouble for me...” Page.36

D: DICTION/LANGUAGE USE.

I: FIGURES OF SPEECH.

a). Simile- This is portrayed as it is said that,

“EU:...I am not as good as your folks...” Page.9

“ESI:...I have been quite as if I were a tortoise...” Page.34

“ESI:...Living a life of failure is like taking snuff at the beach...” Page.35

“ESI:...The name keeps buzzing in my head like the sting of a witch bee!...”
Page.36

b). Tautology- This is portrayed as it is said that,

“ALL:...You are married? Married! Married!...” Page.16

c). Personification- This is portrayed as it is said that,

“...Eulalie’s *eyes follow him as he goes back*...” Page. 26

“2nd W:...If Nakedness promises you clothes...” Page.37

d). Rhetorical question- This is portrayed as it is said that,

“ATO:...You went to the farm?

PETU:...My Master where else have I to go?...” Page.29

“NANA:...Who says it is not your affair? It’s his affair, isn’t it?...” Page.42

e). Symbolism

i). Ghost- This stands for cultural alienation.

II: SAYING- This is portrayed as it is said that,

- a). “AKROMA:...We can soon know the bird which will not do well, for his nest hangs by the wayside...” Page.15
- b). “PETU:...One must take time to dissect an ant in order to discover its entrails...” Page.16
- c). “ESI:...Some of us did not hear the school bell when it rang...” Page.17
- d). “NANA:...Young man, one does not stand in ant-trail to pick off ants...” Page.42

E: SETTING.

a). Ghana- This is portrayed as it is said that,

“ESI:...The same thing happened the day i came to visit you at Accra...” Page.34

F: STYLE/TECHNIQUE.

i). The play has been told in dialogue, however there are some parts of monologue as soliloquy when characters are portraying their personal conflicts. This has been revealed where it is portrayed that,

“NANA:...Do not be pained...” Page.13

“NANA:...My spirit mother ought to...” Page.19

“ATO:...Where are they?...” Page.29

“MONKA:...I remember the time he was preparing...” Page.35

ii). Singing and dancing- This has been revealed where it is portrayed that,

“BOY:...Shall I go

To Cape Coast,

Or to Elmina...” Page.28 and 51.

G: PLOT.

-The play has been portrayed in chronological order as events are arranged in series form. The playwright has divided this text into two parts;

The first part is called **PRELUDE** in which a play resumes portraying on the way the Odumna clan has vested its wishes and hope toward its only scholar who will soon return a graduate. Later this part introduces a dialogue of two elites ATO YAWSON and EULALIE

YAWSON who are shown to be lovers and they expect to come in Africa for a better stay after their studies.

The second part is divided into **ACTS**. **ACT ONE** begins by showing a conversation made between two women, the 1ST W and the 2ND W. The 1ST W is portrayed being childless and she believes that women with children are luckiest. Also, this chapter builds an expository part by creating a disagreement on the affair of marriage the thing which builds a core part of what the text is all about.

ACT TWO begins by portraying the two women telling on the way ATO's mother has became angry from the way her only son has married a stranger. Not only that but also her only daughter MONKA does not get married in spite of her age being ripe. Parallel to that this chapter portrays that ATO is staying at the city Accra with his wife and they are shown living a happy life.

ACT THREE is set at ATO's village where he has gone with his wife to spend a weekend. The act starts by portraying on the conversation made between a BOY and a GIRL on what they should do either to play a game of hiding or to sing. Then they decide to sing a song of a Ghost. These are portrayed to be ATO's thoughts in a dream. Also, the chapter portrays on the way ATO is visited by his uncle being followed by his mother being accompanied by MONKA with a present of snails. This chapter creates another conflict as ATO's wife throws the present brought by her mother in law at her presence, this creates grievance between them.

ACT FOUR is set at the city Accra at ATO's home. This chapter begins by the portrayal of two women who portrays that ATO's mother has changed she is not the same as she was. Also, this chapter portrays on the position of a child in any marriage as it portrays ATO's family visiting him and his wife to ask as to why they have no child in spite of a long time of their stay. Here, a theme of traditionalism and modernity is established as it is portrayed that ATO's family has visited their son with a bowl of herbal concoction, the medicine to wash EULALIE's womb as it is believed to be receded. But this brings a strong conflict as ATO tells them that there is nothing of a disease but is their way to family planning.

Moreover, the Act introduces some African traditions like pouring libation and thanksgiving as a way of rejoining with the dead and their blessings the thing which were of a dream to EULALIE.

At last the chapter sums up by showing ESI, receiving ATO and his wife as her children as she becomes aware that the issue of bearing children can be planned by a couple as well as living a life to a new society by the beginning people becomes stranger but they can be used to the new traditions and become good people.

To sum upon a plot of this play a playwright has ordered the events from **exposition** named prelude where the societies expectation is portrayed being followed with an illusive life that ATO expects to live with his lover EULALIE as they come in Africa.

Rising action begins when the two women portray on the value of children in African marriages being followed with a conflict between ATO against his family as he informs them that he is married.

Climax is portrayed through EULALIE's failure toward coping the African living style like eating of snails, worshipping the dead, thanksgiving as well as pouring libation, thus EULALIE is portrayed a stranger the thing which alienates ATO from his society. This part continues until when ATO's parents comes with the demand of a child in ATO's family resulting to a misunderstanding with his family as he informs them that there is nothing wrong.

Falling action comes as ATO making his mother aware that his family has no problems at getting children but they are exercising a family planning the thing which is nit useful among village dwellers.

This part leads us to a last part of **resolution** as ATO's mother understands and promises at telling other relatives. Also, ESI blames ATO from failing to tell her of that to the extend they embarrassed his wife by suspecting her as a receded woman. Then ESI ends the play by telling ATO that "...No stranger ever breaks the law..." being followed by the acceptance of EULALIE to begin a new life with ATO's parents.

H: MESSAGE.

- a). Marriage is a complicated institution but it should be left on the hands of lovers to decide while parents overseeing as advisors.
- b). Being educated it doesn't mean knowing everything rather the elites have to learn from others in order to cope with the societal life.
- c). Some African traditions like medication and unity in decision making are good and they should be preserved but others like worshipping gods and the dead by pouring libation are not good to cope with the world of science and technology.
- d). Love has no boundary as it doesn't focus on tribes or nationality.

I: RELEVANCE OF A PLAY.

-Aidoo's play ***THE DILEMMA OF A GHOST*** is relevant to Tanzanian as well as any other African society. This comes as Africans hates intermarriages basing on tribes as well nations as ATO's parents portrays.

-Also, the play is relevant among Tanzanian as well as Africa at large because of the position of a child portrayed in it. To Africans, having children after marriage is a good luck. Any other way round it is a misfortune as ATO's parents portrays.

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-Moreover, the play reveals on the way youngsters meets with opposition from their parents as they decide to marry in families, tribes or nations that are not favorable to their parents. This reveals the reality existing in most of the African societies.

-Parallel to that, this play reveals some African traditions like paying of bride price, traditional dances, traditional medicines as well as beliefs like pouring libation and thanksgiving which still exist in most of some African societies.

SECOND TEXT

PLAY TITLE: THE LION AND THE JEWEL.

PLAYWRIGHT: WOLE SOYINKA.

PUBLISHERS: OXFORD UNIVERSITY PRESS.

PUBLICATION: 1963.

A: CHARACTERS AND CHARACTERIZATION.

i).SIDI.

-The Village Belle

ii).LAKUNLE.

-A School teacher

iii).BAROKA.

-The 'Bale' of Ilujinle

iv).SADIKU.

-Baroka's head wife

iv).AILATU.

-Baroka's favourite

v).OTHERS.

-Village girls

-A Wrestler

-A Surveyor

-School boys etc.

B: THEMES.

1. Illusion- This is revealed as it is portrayed that,

“LAKUNLE:...For as a woman you have a smaller brain than mine...” Page.4

“LAKUNLE:...Women have a smaller brain than men,

That’s why they are called the weaker sex...” Page.4

2. Protest- This is revealed as it is portrayed that,

“SIDI:...The weaker sex is it?

It is a weaker breed who pounds the yam

Or bends all day to plant the millet

With a child strapped to her back?...” Page.4

“SIDI:...The tales of Baroka’s suppers,

I know all.

Tell your lord that Sidi does not supper with

Married men...” Page.23

“LAKUNLE:...Within a year or two I swear.

Bride price will be forgotten,

No man shall take more wives than one...” Page.37

3: African traditions

i). Bride price- This is revealed as it is portrayed that,

“SIDI:...I shall marry you today, next week

Or any day you name.

But my bride price must first be paid.

But I tell you Lakunle I must have the full bride price...” Page.7

ii). Virginty- This is revealed as it is portrayed that,

“SIDI:...They will say I was no virgin

That I was forced to sell my shame

And marry you without a price...” Page.7

iii). Singing and dancing- This is revealed as it is portrayed that,

“SIDI:...Let us dance the dance of the lost Traveler...” Page.13

iv). Polygamy- This is revealed as it is portrayed that,

“SADIKU:...Baroka wants you for a wife...” Page.19

v). Inheritance of wives- This is revealed as it is portrayed that,

“SADIKU:...Do you know what it is to be the Bale’s last wife?

I’ll tell you. When he dies,

It means that you will have the honor

Of being the senior wife of the new Bale...” Page.20

vi). Forced marriage- This is revealed as it is portrayed that,

“SIDI:...Marry who...? You thought...

Why did you think that after him,

...Out of my way...

Do you see what strength he has given me?

That was not bad. For a man of sixty...” Page.63

4. Awareness- This is revealed as it is portrayed that,

“LAKUNLE:...To pay the price would be

To buy a heifer off the market stall.

You’d be my chattel, my mere property...” Page.8

“SIDI:...Can you deny that

Every woman who has supped with him one night

Becomes his wife or concubine the next...” Page.23

5. Modernity- This is revealed as it is portrayed that,

“LAKUNLE:...Together we shall sit at table

Not on the floor and eat

Not with fingers but with knives

And forks and breakable plates...” Page.8

“LAKUNLE:...And we’ll spend the week-end in night-clubs at Ibadan...” Page.9

6. Ignorance- This is revealed as it is portrayed that,

“BAROKA:...Teacher wa Misita Lakunle

Guru morin guru morin ngh-hn!...” Page.16 (Misita-Mister, Guru morin-Good morning)

7. Position of education

i). Liberating tool- This is revealed as it is portrayed that,

“BAROKA:...Who would tell us where we go wrong?

Eh, Mister Lakunle?...” Page.18

“SIDI:...You see book man

We cannot really do

Without your head....” Page.18

8. Corruption- This is revealed as it is portrayed that,

“LAKUNLE:...*Baroka adds more money and a coop of hens. A goat follows and more money...*” Page.25

9. Impotence- This is revealed as it is portrayed that,

“BAROKA:...I am no man, Sadiku. My manhood has ended near a week ago...” Page.29

10. Betrayal- This is revealed as it is portrayed that,

“BAROKA:...I have told this to no one but you,

Who are my eldest, my most faithful wife.

But if you dare parade my shame before the world...” Page.30

“SADIKU:...Oh you are troublesome. Do you promise to tell no one?

SIDI:...I swear it. Now tell me quickly.

(As Sadiku whispers her eyes widen)

O-ho-o-o-o!” Page.33

11. Women emancipation- This is revealed as it is portrayed that,

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“SADIKU:...Not me alone girl. You too. Every woman.

Oh my daughter that I have lived to see this day...” Page.33

“SADIKU:...Ask no questions my girl. Just join my victory dance...” Page.33

“SIDI:...(*Leaps in air*) We won! We won! Hurray for womankind!...” Page.33

12. Illiteracy- This is revealed as it is portrayed that,

“LAKUNLE:...Have you no shame that at you age,

You neither read nor write nor think...” Page.37

13. Humiliation- This is revealed as it is portrayed that,

“BAROKA:...I change my wrestlers when I have learnt
to throw them. I also change my wives

When I learnt to tire them...” Page.43

C: CONFLICTS

i). Lakunle against Sidi- This is revealed as it is portrayed that,

“SIDI:...I’ve told you and I say it again

I shall marry you today, next week

Or any day you name.

But my bride price must first be paid.

Aha, now you turn away...” Page.7

“LAKUNLE:...Ignorant girl can you not understand?

To pay the bride price would be

To buy a heifer off the market stall.

You’d be my chattel, my mere property...” Page.8

ii). Lakunle’s personal conflict- This is revealed as it is portrayed that,

“LAKUNLE:...A savage custom, barbaric, out-dated

Rejected, denounced...” Page.7

“LAKUNLE:...He’s killed her.

I warned you. You know him,

And I warned you...” Page.55

iii). Lakunle against Baroka- This is revealed as it is portrayed that,

“BAROKA:...(*Turns suddenly to his attendant*)

Seize him!

LAKUNLE:...What for? What have I done?

BAROKA:...You have tried to steal our village maidenhead

Have you forgotten? If he has, serve hi a slap

To wake his brain...” Page.17

D: DICTION/LANGUAGE USE

I: FIGURES OF SPEECH

a). Personification- This is revealed as it is portrayed that,

“LAKUNLE:...That is what the stewpot said to the fire.

Have you no shame at your age licking my bottom...” Page.2

b). Simile- This is revealed as it is portrayed that,

“LAKUNLE:...But you are as stubborn as an illiterate goat...” Page.2

c). Tautology- This is revealed as it is portrayed that,

“LAKUNLE:...And look at that! Look, look at that!...” Page.2

“SIDI:... You are dressed like him

You look like him

You speak his tongue

You think like him...” Page.14

d). Allusion- This is revealed as it is portrayed that,

“LAKUNLE:...A Prophet has honor except in his own home...” Page.5

“LAKUNLE:...And the man shall take a woman

And the two shall be together

As on fresh..." Page.8

"LAKUNLE:...My Ruth, my Rachel, Esther, Bathsheba

Thou sum of fabled perfections

From Genesis to Revelations..." Page.20

e). Euphemism- This is revealed as it is portrayed that,

"BAROKA:...I am no man, Sadiku. My manhood has ended near a week ago..."
Page.29

f). Metaphor- This is revealed as it is portrayed that,

"BAROKA:...My beard tells me you've been a pupil,

A most diligent pupil of Sadiku

Sadiku my faithful lizard..." Page.47

g). Symbolism

i). Lion- Stands for oppression

ii). Jewel- Stands for virginity

iii). Lizard- Stands for obedience

iv). Belle- Stands for something immature

v). Bale- Stands for something mature

II. SAYING-This has been revealed as it is portrayed that,

a). "LAKUNLE:...Charity they say begins at home..." Page.5

b). "LAKUNLE:...A Prophet has honor except In his own home..." Page.5

c). "LAKUNLE:...A man must live or fall by his true Principles..." Page.61

E: SETTING.

i). Nigeria-This has been revealed as it is portrayed that,

"SIDI:...When the whole world knows of the madman

Of Ilujinle, who calls himself a teacher..." Page.3

(Ilujinle is a Yoruba village at Nigeria)

“LAKUNLE:...Just like the Lagos couples I have seen...

And we'll spend the week-end in night-clubs at Ibadan...” Page.9

(Lagos and Ibadan are cities found at Nigeria)

F: STYLE/TECHNIQUE

a). The play has been told in dialogue, however there are some parts of monologue as soliloquy when characters are portraying their personal conflicts. This has been revealed as it is portrayed that,

“BAROKA:...Yes, yes...it is five full months since last

I took a wife...five full months...” Page.18

“SIDI:...See I hold them to swam caress

Of a desire filled sun...” Page.22

“LAKUNLE:...He's killed her.

I warned you. You know him,

And I warned you...” Page.55

b). Singing and dancing-This has been revealed as it is portrayed that,

“SIDI:...This chant is taken up by all and they begin to dance round Lakunle, speaking the words in a fast rhythm...” Page.14-16

“SADIKU:...With a yell she leaps up, begins to dance round the tree, chanting...

Take warning my masters

We'll scotch you in the end...” Page.32

“SIDI:...The musicians resume their tune. Sidi sings and dances...” Page.64

G: PLOT.

This text has arranged its events in chronological order. The playwright has divided this play into three parts being **MORNING, NOON** and **NIGHT**.

To begin with **MORNING** the playwright introduces a text by portraying at a Schoolmaster named LAKUNLE who is shown in the classroom with his students teaching.

Shortly, it is portrayed on a Village Belle named SIDI who is shown passing at school making a teacher leave a class and follow her.

Also, this part introduces an expository part as LAKUNLE is portrayed asking a hand of marriage from SIDI but they are in disagreement on the issue of paying the bride price.

Moreover, this part introduces some girls who join hands to LAKUNLE's and SIDI's conversation being followed with a traditional dance on the lost traveler. This part ends by the arrival of BAROKA the village Bale who accuses LAKUNLE of stealing a village maidenhead even though he didn't go.

Furthermore, by realizing the contribution brought by a schoolmaster especially in telling where the society goes wrong. Also, this part builds suspense by portraying BAROKA being in strong desire of marrying another wife as some five full five months has passed since he married.

At **NOON**, the playwright portrays on SIDI being with LAKUNLE on the way from fetching firewood then they meet with SADIKU who is BAROKA's eldest wife being sent by BAROKA to ask a hand for marriage as his last wife. The part reveals LAKUNLE's sadness after hearing the news; however SIDI tells SADIKU that she won't marry BAROKA. The part goes on depicting BAROKA's reply after SIDI's protest on his hand of being a last wife as he makes a trick by laying SADIKU that he is impotent.

At the **NIGHT** part portrays on SADIKU's emancipation as she is happy from her husband's impotence. The part reveals SADIKU singing a song of victory and sharing the story with SIDI the thing which reveals ignorance as SIDI goes to attend at BAROKA's supper with an intent to mock him unfortunately BAROKA becomes brave and ruins SIDI by having sex with her and destroying her virginity the thing which hurt her as she realizes it was a trick to traps her. At last this part portrays on illusion as SIDI is married by BAROKA and not LAKUNLE adhering to the custom of marrying a first man who met such a lady.

To sum up a plot of this play, the playwright has began an **exposition** part by naming it as MORNING where a schoolmaster named LAKUNLE is portrayed teaching; with no time a beautiful girl named SIDI passes the school compound the thing which attracts a schoolmaster, making him leave a class following the girl to ask a hand of marriage.

Rising action begins when LAKUNLE and SIDI are portrayed in disagreement on the issue of paying bride price, being followed with the coming of GIRLS where singing and dancing are portrayed ending by LAKUNLE being accused by a chief BAROKA of stealing a village maidenhead.

Climax is portrayed at a part named NOON, where BAROKA is revealed sending his eldest wife named SADIKU to seduce SIDI marry him as a last wife. This thing made LAKUNLE sad but SIDI opposes the chief's idea by portraying that BAROKA is older than her. This part ends when SADIKU informs the chief on SIDI's refusal at his order, the thing which made BAROKA plan a trick of importance in order to trap SIDI.

Falling action comes at a part named NIGHT where SADIKU is portrayed singing, celebrating on women's emancipation and victory over men's oppression as chief has become impotent. This makes SIDI attend at chief's supper as a way of mocking him.

SIDI's attendance at Chief's supper leads to a last part of **resolution** as SIDI is portrayed being deceived by a chief, making sex with him the practice which made her loose her virginity. This event builds an illusion as SIDI had to marry the chief instead of LAKUNLE a schoolmaster.

H: MESSAGE

- a). Being in a way to marriage is a tedious journey, thus requires patience and tolerance.
- b). Some African traditions like paying of bride price and forced marriage are harmful toward a stable marriage.
- c). Misuse of power among leaders is bad thing as it creates dissatisfaction among citizens.
- d). Polygamy family are not good currently as they propagate poverty and transmission of dangerous diseases like AIDS/HIV.

I: RELEVANCE OF A PLAY

-Soyinka's play ***THE LION AND THE JEWEL*** is relevant among Tanzanians as well as any other African society as it reveals some African traditions like paying of bride price, forced marriage and traditional dances which still exist in most of some African societies.

-Also, the play is relevant to Tanzanian on the portrayal of a woman like BAROKA who are used by men in seducing the young ladies when they want to marry. On the other way round in Tanzania, the Sugar Mummy and Sugar Daddy existing are well portrayed by the role played by SADIKU in this play.

-Moreover, the play is relevant among Tanzanians by the illusion present that old men cares in love affairs than young men, this has lead to youth being represented by LAKUNLE fail to get a right partner as they are in need to marry.

-Parallel to that, this play is relevant to Tanzanians as well as to some parts of African societies as it portrays on misuse of power among leaders being represented by BAROKA who uses his position to marry many wives without their will.

-The last but not the least, is the portrayal of over expectations among youth as represented by LAKUNLE. This makes a play be relevant among Tanzanians as well as other African societies as youth usually possess a lot of ambitions and expectations which can lead to frustrations as they are not met.

PART.B: NOVEL ANALYSIS

FIRST TEXT

PLAY TITLE: HOUSEBOY.

NOVELIST: FERDINAND OYONO.

PUBLISHERS: HEINEMANN EDUCATIONAL PUBLISHERS.

PUBLICATION: 1966.

A: CHARACTERS AND CHARACTERIZATION.

i). ANTON.

- Toundi's first lord
- Is kind

ii).BOY.

- Went with Anton at M'foula

iii).PEDRO.

- He died a heathen

iv).TOUNDI ONDOU.

- The son of Toundi
- Baptized by the name Joseph
- Abandons his family
- Lives with Father Gilbert
- Lives with Father Vandermayer
- Lives with new Commandant
- Accused of theft
- Humiliated, oppressed and jailed

v).FATHER GILBERT.

- The priest of Saint Peter's Catholic Mission at Dangan
- Is kind
- Is a Missionary
- Taught Toundi the reading and writing skills
- He died off a motorcycle accident.

vi).TINATI.

- Is Toundi's friend

vii).FATHER VANDERMAYER.

- The priest of Saint Peter's Catholic Mission at Dangan
- Assists Father Gilbert at serving the Mission
- Humiliates Blacks
- He hands Toundi to the new Commandant

viii).MARTIN.

- The head of catechist
- Watches after Toundi
- Kicked by Father Vandermayer
- Drunkard

ix).GULLET.

- The chief of police
- Humiliates Blacks

x).SOPHIE.

- The African lady
- Engineer's girlfriend
- Womanized
- Theft

xi).**ONDOUA.**

-The singer and drummer

xii).**AKOMA.**

-The chief of the Sos

xiii).**MENGUEME.**

-The chief of the Yanyans

-His younger brother was killed in the war

-His two sons were killed in the war

xiv).**ALI.**

-The travelling merchant

-The Hausa man

-Wise

xv).**MEKONGO.**

-The army veteran

-Wise

-Brave

-Courage

xvi).**OBILA.**

-The African

-Wise

xvii).**SUZY.**

-The Commandant wife

-Betrays her marriage

-Humiliates her servants

xviii).**BAKLU.**

-The Commandant cook

-Is wise

-Good advisor

xix).**KALISIA.**

- A chambermaid
- Good advisor
- Aware of moral decay

xx).**MENDIM ME TIT.**

- The constable.
- He is looking after Toundi
- He is kind

B: THEMES

1. Culture

- i. New religion- This is shown as it is portrayed that,

“...I was in a gang of heathen boys who followed the missionary about as he went from hut to hut trying to make converts to new religion...” Page.9

2. Greediness- This is shown as it is portrayed that,

“...My mother always used to say what my greediness would bring me to in the end...” Page.4

“...You, Toundi, are the cause of this whole business. Your greediness will be the ruin of us...” Page.10

3. Humiliation- This has been shown as it is portrayed that,

“...My father however was not a stranger and I was well acquainted with what he could do with a stick. Whenever he went for either my mother or me, it always took us a week to recover...” Page.10

“...You always say that when I start to give you a thrashing. But today I’m going to go on thrashing and thrashing until I’m not angry any more...” Page.11

4. Cruelty- This has been shown as it is portrayed that,

“...She told me I had done well to leave my father’s house and that my father did not love me as a father ought to love his son...” Page.13

5. Kindness- This is shown as it is portrayed that,

“...Now and then he gives me an old shirt or an old pair of trousers. Father Gilbert knew me when I was stark naked, he taught me to read and write...”
Page.15

“...Mendim patted me on the shoulder again...

...We must see what we can do. You must look bloody....

...We'll pour some ox blood over you shorts and jersey. Can you cry?...”
Page.108

6. Segregation- This is shown as it is portrayed that,

“...The Europeans received Communion separately...” Page.14

“...I saw a very pretty girl at the black's communion...” Page.16

“...In the church of Saint Peter at Dangan the whites have their seats in the transept beside the altar. They can follow the mass comfortably seated in cane armchairs covered with velvet cushions. Men and women sit shoulder to shoulder. The nave of the church is completely reserved for Africans. They seat on tree trunks instead of benches and these are arranged in two rows. The servants of God march up and down the central aisle that divides the men from the women, carrying sticks...” Page.33-34

“...You've been to the war...You've slept with white women...

Tell us if white women are better than ours...Why do the whites forbid us their women?...” Page. 57

7. Awareness- This is shown as it is portrayed that,

“...‘You talk as if you weren't a black.

You know very well, whites haven't got what we can fall in love with...’

We don't mean anything to them either...” Page.26-27

8. Betrayal- This is shown as it is portrayed that,

“..I peered in, M. Moreau was kissing Madame on the mouth...” Page.65

“...It was him, It was M. Moreau that Madame was expecting the other day...

...Has the lion waited till the shepherd has gone before coming to devour his ewe?...” Page.60

“...She jumped out of the hammock and offered the prisoner-director her arm. It was bare to the shoulder and he kept his lips pressed to it for a long while...

...He rubbed his hands and leant towards Madame...” Page.79

9. Hypocrisy- This is shown as it is portrayed that,

“...Madame had one set of little smiles for her lover and a completely different set for her husband. When she smiles at M. Moreau I could see only her eyelashes. When she smiles at the Commandant you could tell from the perspiration on her forehead how hard she was trying to keep her laughter sounding completely natural...” Page.72

10. Moral decay- This is shown as it is portrayed that,

“...She pinched my buttocks...

...She made a grab at my sexual parts and gave a little horse cry...” Page.95

“...Down on the coast, the houseboys sleep with their Madames, it is quite normal...” Page.95-96

C: CONFLICTS

i). Toundi’s mother against Tinati’s mother- This is shown as it is portrayed that,

“...One day my mother got into fight with the mother of my friend Tinati...” Page.10

ii). Toundi’s father against Tinati’s father- This is shown as it is portrayed that,

“...My father has to be restrained by the neighbours from splitting open the head of Tinati’s father, while Tinati’s father was threatening to put his assegai through my father’s stomach...” Page.10

iii). Toundi against his father- This is shown as it is portrayed that,

“...‘I haven’t done anything to be beaten for, father’ I protested...

‘Aaaaaaaaakiaaaay! He roared. You dare to say you haven’t done anything?’...” Page.10

“ ...‘Let me off father’, I bagged, ‘I won’t do it again’...

‘You always say that when I start to give you a thrashing...’ Page.11

iv). The Commandant against his wife- This is shown as it is portrayed that,

“...What about that? shouted the Commandant, pointing at the lighter.

What do you have to say about that, eh, Madame Decazy?...

...Leave us? shouted the Commandant. Are there any secrets between us?

All the houseboys in Dagan know about it. Yes. You sleep with
Moreau...

...‘We can’t go on together after this’ said the Commandant...” Page.98

v). The Commandant against Toundi- This is shown as it is portrayed that,

“...And you... he shouted, lifting his head in my direction, you were thego between, eh?
For a cigarette from Moreau and little present from Madame-eh?...” Page.99

vi). Toundi against Gullet and Sophie’s lover- This is shown as it is portrayed that,

“...Where is Sophie? he asked me, grabbing me by the neck
We shall see, said Gullet giving me a kick in the kidneys...” Page.109

D: DICTION/LANGUAGE USE

I: FIGURES OF SPEECH

1: Personification- This has been shown as it is portrayed that,

“...I knew from the troubled looks on their faces that the drum spoke of some
misfortune...” Page.2

2: Simile- This has been shown as it is portrayed that,

“...He was curled up, folded into himself like a huge antelope...” Page.3

“...The skin of my knees is now as hard as crocodile skin...” Page.14

“...with eyes that are like the antelope’s, whose skin is pink and white as ivory...

...She trembles like a flower dancing in the breeze...

...Her smile is re-fleshing as a spring water...

...Her look is as warm as a ray from the setting sun...” Page.47

“...Their laughter came seldom like the tears of a dog...” Page.52

3: Tautology- This has been shown as it is portrayed that,

“...‘A Frenchman, a Frenchman’, he panted...”

“...‘Brother’, he said. ‘Brother, what we are?....’ Page.4

4: Euphemism- This has been shown as it is portrayed that,

“...I will take it as a sign that you are capable of taking your mother to bed...”
Page.11

“...If you dodge again it means you are capable of taking my mother , your grandmother to bed...” Page.11

“...How dare you speak to me like that? A drop of my own liquid speaking to me like that!...” Page.11

“...They’ll say, ‘perhaps it’s because his knife is not very sharp he prefers to keep it in its sheath’...” Page.43

“...From now on my hand is sacred and must not know the lower regions of my body...” Page.47

“...Down on the coast, the houseboys sleep with their Madams, it is quite normal...” Page.95-96

5: Archaism- This has been shown as it is portrayed that,

“...Your way back into the house will pass through my anus...” Page.11

6: Allusion- This has been shown as it is portrayed that,

“...She said that she gave me her blessing and that if ever I fell ill I had only to bathe in a stream and I would be cured...” Page.13

7: Overstatement- This has been shown as it is portrayed that,

“...A sea of human beings filled the central square in the village...” Page.39

II. SAYING

a). “...The river does not go back to its springs...” Page.56

b). “...Truth lies beyond the mountains...” Page.57

c). “...A woman is a cob of maize for any mouth that has teeth...” Page.71

d). “...Out his hole the mouse does not defy the cat...” Page.87

E: SETTING

a). M’foula- This is shown as it is portrayed that,

“The drum comes from M’foula, which is very strange...” Page.2

b). Fia- This is shown as it is portrayed that,

“...I went back to Fia...” Page.12

“...All the boys in Fia were so impressed by these that they came to ask...”

Page.13

c). Dangan- This is shown as it is portrayed that,

“...Now I am at the Saint Peter’s Catholic Mission at Dangan...” Page.14

“...Today is Saturday. The whites in Dangan usually spend their Saturdays at the European Club...” Page.26

“...In the church of Saint Peter at Dangan the whites have their seats in the transept beside the altar. They can follow the mass comfortably seated in cane armchairs covered with velvet cushions. Men and women sit shoulder to shoulder...” Page.33-34

F: STYLE/TECHNIQUE

a). The Novel has been told in monologue, however there are some parts of dialogue when characters are discussing some matters. This has been revealed where it is portrayed that,

“...No, Sir. I answered

Why aren’t you a thief?

Because I do not want to go to hell...” Page.21

“...Who is it? Said the Commandant...

‘My cook’. Said the engineer...” Page.37

b). Song- This is shown as it is portrayed that,

“Ken...ken...ken...ken...

Out of bed...Out of bed...

Ken...ken...ken...ken...

How he trouble us...” Page.29-30

“...‘Akoma King of rings, King of wives,

White man one ring

Akoma has more than the white men

Akoma King of rings, King of wives’...” Page.35

“...Shut the door, Saint Peter,

Shut the door and hang up your keys

He’s not coming, he’s not dying-

Shut the door, Saint Peter,

Shut the door and hang up your keys..." Page.80

G: PLOT

The novel has been portrayed in chronological order as events are arranged in series form. The Novelist has portrayed this novel in form of diary and has divided the text into two parts;

The **FIRST PART** resumes portraying on TOUNDI ONDOUA being with ANTON. The two are accompanied by a BOY to attend a certain funeral at a near village called M'foula.

The **SECOND PART** begins at the *First Exercise Book*, being followed with *AUGUST* which introduces FATHER GILBERT a missionary as well as TOUNDI ONDOUA with his whole family. This part portrays on the way TOUNDI's father is cruel to his family, the thing which made TOUNDI abandon his family and start living at the mission with FATHER GILBERT. Also, this chapter portrays on the way FATHER GILBERT dies off an accident.

Moreover, the part portrays on a sub-part called *AFTER THE FUNERAL* where TOUNDI is shown adopted by FATHER VANDERMAYER who in turn gave TOUNDI to THE NEW COMMANDANT. At THE NEW COMMANDANT, TOUNDI is portrayed being exposed to different life experiences especially on becoming aware at the way blacks like BAKLU, SOPHIE and KALISIA are segregated, humiliated, disregarded and oppressed by Whites like GULLET, SUZY and MOREAU.

Furthermore, the chapter has another sub-part called *AFTERNOON*, where TOUNDI is shown portraying on the way SUZY is betraying her husband by engaging in extra marital affairs with MME MOREAU during her husband's absent.

The **THIRD PART** starts at the *Second Exercise Book* which begins by showing a conversation made between TOUNDI and BAKLU discussing on the behaviour of their boss's wife engaging in extra marital affairs at her husband's absent, TOUNDI being a go between them.

Also, this part builds a new experience as it portrays that THE NEW COMMANDANT is angry after revealing his wife's secrecy of involving herself in extra marital affairs. This has lead to the distrust and disloyalty of TOUNDI leading to different troubles at his boss's house. It is at this chapter where TOUNDI is portrayed experiencing some hardships as he is accused by GULLET and SOPHIE's lover of being thief the thing which lead to TOUNDI's arrest and oppression.

On top of that the chapter has a part called *SECOND NIGHT AT THE POLICE CAMP* where TOUNDI is portrayed being jailed the thing which made him feel sick as a result of the severe punishments at police station which broke his rib.

H: MESSAGE

- a). Parents should be kind when caring their children as cruelty makes children abandon their families.
- b). The institutions like family, church, police and court are to work in fair and justice manner as they create classes in the society; hence intensify exploitation, humiliation, torture and oppression of the minority class.
- c). Faithfulness in marriage makes the marriage become stable; thus, it should to be taken into account as its absent leads into conflicts and separation of families.
- d). The haves should respect their servants, as they are the one who make them live a happier and enjoyable life.

I: RELEVANCE OF A NOVEL

-Oyono's novel *HOUSEBOY* is relevant among Tanzanians as well as any other

African society as it reveals on some oppressive and humiliative acts that blacks experienced in South Africa during minority rule, which still exist in most of some African societies.

-Also, the novel is relevant to Tanzanian on the portrayal of a woman like SUZY who are betraying their husbands by involving in extramarital affairs. On the other way round in Tanzania, the Sugar Mummy and Sugar Daddy existing are well portrayed by the role played by SUZY in this novel.

-Moreover, the novel is relevant among Tanzanians as it portrays on the way leaders who are in power misuses their positions by taking young ladies like SOPHIE being their lovers in favor of their positions.

-The last but not the least, this play is relevant to Tanzanians as well as to some parts of African societies as it portrays on parents cruelty to their children, the habit which makes some children like TOUNDI abandon their families.

PART C: POEM ANALYSIS/POEM CRITICISM.

OBJECTIVE (S)

-It is expected that at the end of this sub-topic students should demonstrate ability to read and interpret poems to identify thematic relevance to their personal or national culture and daily life experience.

TEXT: SELECTED POEMS FROM TANZANIA INSTITUTE OF EDUCATION (1996)

1. TITLE: EAT MORE

POET: JOE CORRIE

“Eat more fruit”, the slogan says
More fish, more beef, more bread
But I’m on unemployment pay
My third year now and wed

And so I wonder when I see
The slogan when I pass
The only one that would suit me
“Eat more bloody grass”

Guide questions

- i. What is this poem all about?
 - Eat More is a poem which is about eating balance diet. It addresses on an individual’s feelings toward the commercial slogan which insists people to eat balance diet while most of them are poor.
- ii. What kind is this poem?
 - Eat More is a lyric poem. It expresses on the strong feelings of poor people about a commercial slogan which emphasizes on all people to eat balance diet while most of them are poor.
- iii. Who speaks in the poem?
 - A poet portrayed as poor person is the one who speaks in the poem. The persona is angry, bitter and unhappy complaining on the commercial slogan which insists all people to eat balance diet while most of them are poor and cannot afford to buy items needed for balance diet.
- iv. What is the mood of the persona?
 - The mood of the persona in Eat More is angry, satirical and sad
- v. What are the possible themes portrayed in this poem?
 - In Eat More there are themes portrayed like;
 - a). Balance diet b).Unemployment c). Poverty d). Protest e). Hypocrisy f). Classes
- vi. Examine the figures of speech used in this poem
 - a). Personification b). Tautology c). Symbolism d). Satire e). Imagery
- vii. Identify the lessons portrayed in this poem

- a). Balance diet builds stronger health to people b). Unemployment stagnates development
- c). Poverty make people fail to eat balance diet d). Protest can make people get their rights
- e). Hypocrisy is not good in the society because it can lead to misunderstandings between people

viii. How far is this poem related to what happens in the society today?

- Eat More is related to what happens in the society because it portrays on issues like Balance diet, unemployment, Poverty, Protest, Hypocrisy and Classes which are happening every day.

2. TITLE: **BUILDING THE NATION**

POET: HENRY BARLOW

Today I did my share
In building the nation
I drove a permanent secretary
To an important urgent function
In fact to a luncheon at the VIC

The menu reflected its importance
Cold beer with small talk
The fried chicken with niceties
Wine to fill the hollowness of the
laugh
Ice cream to cover the stereotype
jokes
Coffee to keep the Ps awake on return
journey

I drove the Permanent Secretary back
He yawned many times in the back of
the car
Then to keep awake, he suddenly
asked
Did you have any lunch friend?
I replied looking straight ahead
And secretly smiling at his belated
concern

That I had not, but I was sliming

Upon which he said with seriousness
That amused more than annoyed me
Mwananchi, I too had none
I attended to matters of state
Highly delicate diplomatic duties you
know
And friend it goes against my grain
Causes me stomach ulcers and wind
Ah, he continued yawning again
The pains we suffer in building the
nation

So the Ps had ulcers too
My ulcers I think are equally painful
Only they are caused by hunger
Not sumptuous lunches

So two national builders
Arrived home this evening
With terrible stomach pains
The result of building the nation
Different ways

Guide questions

- i. What is this poem all about?
 - Building the nation is a poem which is about responsibility and irresponsibility. It addresses on the way some government leaders' misuses their positions by using the government funds and properties for their personal benefits while citizens are responsible in building the nation.

- ii. What kind is this poem?
➤ Building the nation is a free verse poem. It expresses the strong dissatisfaction on the idea of building the nation whereby Government officials are not building but destroying the nation while leaving the majority citizens starving with life hardship.
- iii. Who speaks in the poem?
➤ A poet portrayed as Driver and Ps is the one who speaks in the poem. The persona is angry, bitter and unhappy toward the Ps way of building the nation hypocritically.
- iv. What is the mood of the persona?
➤ The mood of the persona in Building the nation is serious, angry, sarcasm and ironical
- v. What are the possible themes portrayed in this poem?
-In Building the nation there are themes portrayed like;
a). Responsibility b). Misuse of resources c). Hypocrisy d). Selfishness e). Classes f). Awareness
- vi. Examine the figures of speech used in this poem
a). Irony b). Sarcasm c). Personification d). Barbarism e). Imagery f). Tautology
- vii. Identify the lessons portrayed in this poem
a). Being responsible makes people attain their daily goals
b). Irresponsibility and misuse of power stagnates development
c). Hypocrisy and selfishness are bad ideals because they divide people
d). Awareness can make people know their rights and fight for them when they are violated
- viii. How far is this poem related to what happens in the society today?
➤ Building the nation is related to what happens in the society because it portrays on issues like Misuse of resources, Classes, Hypocrisy and Awareness which are happening every day.

3. TITLE: YOUR PAIN

Your pain
Yet more my pain
Shall suffocate oppression

Your eyes
Yet more my eyes
Will be speaking about revolt

Your scars
Yet more my scars
Will be remembering the whip

POET: ARMANDO GUEBUZA

My hands
Yet more your hands
Will be lifted full armed

My strength
Yet more your strength
Shall overcome imperialism

My blood
Yet more your blood
Shall irrigate our victory

Guide questions

- i. What is this poem all about?
 - Your Pain is a poem which is about freedom fighting or liberation struggle. It addresses on the way society members are tired of oppression, humiliation, torture and exploitation done to them by colonialists. So, the persona is one among the oppressed who encourages others to unite and fight against the oppressors.
- ii. What kind is this poem?
 - Your Pain is a didactic poem. It expresses on the instructions given by the persona to his/her fellows to unite and fight against their enemies in order to gain freedom.
- iii. Who speaks in the poem?
 - A poet portrayed as oppressed is the one who speaks in the poem. The persona is angry and serious in encouraging unite among society members in order to liberate the society from oppressors.
- iv. What is the mood of the persona?
 - The mood of the persona in Your Pain is angry and serious.
- v. What are the possible themes portrayed in this poem?
 - In Your Pain there are themes portrayed like;
 - a). Oppression b). Humiliation c). Unity and solidarity d). Liberation or armed struggle
 - e). Self sacrifice f). Awareness g). Protest h). Imperialism or colonialism i). Exploitation
 - j). Classes k). Torture
- vi. Examine the figures of speech used in this poem
 - a). Imagery b). Tautology c). Personification d). Symbolism

- vii. Identify the lessons portrayed in this poem
- Oppression and humiliation creates fear and insecurity to people
 - Classes and exploitation between society members stagnates development
 - Unity and self sacrifice are important tools toward any successful liberation struggle
 - Awareness can make people know their rights and fight for them when they are violated
- viii. How far is this poem related to what happens in the society today?
- Your Pain is related to what happens in the society because it portrays on issues like Oppression, Humiliation, Unity and solidarity, Self sacrifice, Awareness, Protest, Exploitation ,Classes and Torture which are happening every day.

4. POET: **SUNRISE**

POET: **JWANI MWAIKUSA**

Behold
 The sun has risen
 And with it the sons of the land has risen too
 Forward they go
 Well armed
 Singing praises to the beauty of the sunrise
 With the determination of long-term warriors
 Challenging the enemy
 With the courage of free mind
 And vigour of a clear purpose
 Sit and wait brethren
 Wait and see what glory they bring at sunset
 How they pay homage to the land
 And their people

Guide questions

- What is this poem all about?
 - Sunrise is a poem which is about liberation or armed struggle. It addresses on way society members are ready to go to a battle for challenging their enemy who has oppressed, humiliated, tortured and exploited them over years.
- What kind is this poem?
 - Sunrise is a sonnet poem. It expresses in fourteen lines on the way society members are ready and determined to go for a war in order to liberate themselves from life hardships which they are experiencing.
- Who speaks in the poem?
 - A poet portrayed is the one who speaks in the poem. The persona is determined and serious toward liberation struggle to end injustice prevailing in the society.

- iv. What is the mood of the persona?
 - The mood of the persona in Sunrise is serious and determined
- v. What are the possible themes portrayed in this poem?
 - In Sunrise there are themes portrayed like;
 - a). Unity and solidarity b).Liberation or armed struggle c). Patriotism d). Determination
 - e). Protest f). Classes g). Exploitation h). Humiliation i). Oppression j). Discrimination
 - k). Self sacrifice
- vi. Examine the figures of speech used in this poem
 - a). Personification b). Tautology c). Symbolism d). Imagery
- vii. Identify the lessons portrayed in this poem
 - a). Patriotism and determination helps people to reach their life expectations
 - b). Unity and self sacrifice are necessary tools for any person to restore his or her violated rights
 - c). Exploitation, humiliation and oppression propagates inequality and injustice in the society
 - d). Protest can make people get their rights
- viii. How far is this poem related to what happens in the society today?
 - Sunrise is related to what happens in the society because it portrays on issues like Unity and solidarity, Patriotism, Determination, Protest, Classes, Exploitation, Humiliation, Oppression, Discrimination and Self sacrifice which are happening every day.

5. TITLE: IF WE MUST DIE

POET: CLAUDE McKay

If we must die, let it not be like hogs
 Hunted and penned in an inglorious spot
 While round us bark the mad and angry dogs
 Making their mock at our accursed lot
 If we must die, let us nobly die
 So that our precious blood may not be shed
 In vain then the monsters we defy
 Shall be constrained to honor us through dead
 O kinsmen! We must meet our common foe
 Though far outnumbered, let us show us brave
 And for their thousand blows, deal one death blow
 What though before us lies the open grave?
 Like men we'll face the murderous cowardly pack
 Pressed to the wall dying but fighting back.

Guide questions

- i. What is this poem all about?
 - If We Must Die is a poem which is about liberation struggle. It addresses on way society members are oppressed, humiliated and tortured. So, they see a need to fight back in order to end oppression, humiliation and injustice existing in their society.
- ii. What kind is this poem?
 - If We Must Die is a sonnet poem. It expresses in fourteen lines on the way society members are subjected to death, so they have to die while fighting back if possible to save their lives from the death which they have to experience.
- iii. Who speaks in the poem?
 - A poet portrayed as oppressed is the one who speaks in the poem. The persona is angry and serious because he or she encourages others to unite and fight back toward injustice prevailing in the society.
- iv. What is the mood of the persona?
 - The mood of the persona in If We Must Die is angry and serious
- v. What are the possible themes portrayed in this poem?
 - In If We Must Die there are themes portrayed like;
 - a). Awareness b). Self sacrifice c). Humiliation d). Oppression
 - e). Protest f). Unity and solidarity g). Injustice h). Classes i). Racism
- vi. Examine the figures of speech used in this poem
 - a). Personification b). Tautology c). Rhetorical question d). Imagery e). Simile
- vii. Identify the lessons portrayed in this poem
 - a). Awareness helps people to know their rights and restore them when they are violated
 - b). Unity and self sacrifice are necessary tools for any person to restore his or her violated rights
 - c). Exploitation, humiliation and oppression propagates inequality and injustice in the society
 - d). Protest can make people get their rights
- viii. How far is this poem related to what happens in the society today?

If We Must Die is related to what happens in the society because it portrays on issues like Awareness, Self sacrifice, Humiliation, Oppression, Protest, Unity and solidarity, Injustice, Classes and Racism which are happening every day.

6. TITLE: FRONTLINE POET: GEORGE SHEA

Frontline

Where manhood and consciousness is tested
The only place to bury persecutions and burdens of ages
The only place to declare names of immortal
Trust me brother you will not be alone there

Frontline

Where bullets will graze on man and grass
Where man will make his own lightning and thunder
Where the enemy will fall and never to rise
Brother truly my shadow will be next to yours

Frontline

I know it is bitter but I like it
I like it particularly because it is bitter
I like it because it is where I belong
For out of bitterness comes equality, freedom and peace

I will be in front-line when the roll is called
Frontline valleys and plains of events and history

Guide questions

- i. What is this poem all about?
 - Frontline is a poem which is about liberation struggle. It addresses on the way a poet calls all society members to unite together to liberate themselves through armed struggle from the enemy who has oppressed and humiliated them for a long time. So, they want to fight in order to restore peace, freedom and equality in their society.
- ii. What kind is this poem?
 - Frontline is a free verse particularly a lyric poem. It expresses on the way society members are encouraged to unite and sacrifice their lives through fighting in the front line in order to liberate their society from humiliation, oppression and injustice which they have experienced for a long time.
- iii. Who speaks in the poem?
 - A poet portrayed as oppressed is the one who speaks in the poem. The persona is angry and serious because he or she encourages others to unite and fight back toward injustice prevailing in the society.
- iv. What is the mood of the persona?
 - The mood of the persona in Frontline is angry and serious
- v. What are the possible themes portrayed in this poem?
 - In Frontline there are themes portrayed like;
a). Self sacrifice b).Awareness c). Unity and solidarity d). Injustice

- e). Protest f). Oppression g). Exploitation h). Liberation
- vi. Examine the figures of speech used in this poem
a). Personification b). Tautology c). Symbolism d). Imagery e). Metaphor
- vii. Identify the lessons portrayed in this poem
a). Awareness helps people to know their rights and restore them when they are violated
b). Unity and self sacrifice are necessary tools for any person to restore his or her violated rights
c). Exploitation, humiliation and oppression propagates inequality and injustice in the society
d). Protest can make people get their rights
- viii. How far is this poem related to what happens in the society today?
➤ Frontline is related to what happens in the society because it portrays on issues like Self sacrifice, Awareness, Unity and solidarity, Injustice, Protest, Oppression, Exploitation, Liberation which are happening every day.

**7. TITLE: THE SONG OF THE COMMON MAN
HAULI**

POET: CRISPIN

They drive me along
they do they do
These my brothers no longer brothers-
Their hands are whip, along they drive me
No longer am I the same mother's child.

They push me along
indeed they do
These my sisters no longer sisters-
Their mouths are cannons, spittle of fire
No longer am I the same father's pride.

They kick me along
they do they do
These my playmates no longer playmates-
Their actions are fates, my life they decide
No longer am I the same free-born human.

They abuse me
they do time and again
Fellow humans load me with all their bundles-
They are my masters, and me a poor ass
To be driven, pushed, kicked and abused.

Guide questions

- i. What is this poem all about?
 - The Song of the Common Man is a poem which is about betrayal and misuse of power. It addresses on the way that people who are in power are oppressing, exploiting, humiliating and mistreating their fellows who are poor and innocent.
- ii. What kind is this poem?
 - The Song of the Common Man is a free verse. It expresses on the people's feelings toward their fellows who are in power but they are betraying, oppressing, humiliating and mistreating the poor and weak ones.
- iii. Who speaks in the poem?
 - A poet portrayed as oppressed is the one who speaks in the poem. The persona is angry, sad and serious because people who are entrusted to be in power are mistreating, humiliating, oppressing and betraying their fellow Africans who suffer in the massive poor life.
- iv. What is the mood of the persona?
 - The mood of the persona in The Song of the Common Man is angry, sad and serious
- v. What are the possible themes portrayed in this poem?
 - In The Song of the Common Man there are themes portrayed like;
 - a). Oppression b).Betrayal c). Humiliation d). Injustice
 - e). Classes f). Exploitation
- vi. Examine the figures of speech used in this poem
 - a). Tautology b). Metaphor
- vii. Identify the lessons portrayed in this poem
 - a). Exploitation, humiliation and oppression propagates inequality and injustice in the society
- viii. How far is this poem related to what happens in the society today?
 - The Song of the Common Man is related to what happens in the society because it portrays on issues like Oppression, Betrayal, Humiliation, Injustice, Classes and Exploitation which are happening every day.

8. TITLE: AN ABANDONED BUNDLE

POET: OTHMAN MTSHALI

The morning mist
And chimney smoke
of White City Jabavu
flowed thick yellow
as pus oozing
from a gigantic sore.
It smothered our little houses
like fish caught in a net

Scavenging dogs
draped in red bandannas of blood
fought fiercely
for a squirming bundle.

I threw a brick
they bared fangs
flicked velvet tongue of scarlet
and scurried away
leaving a mutilated corpse
an infact dumped on a rubbish heap.

“Oh, baby in the manger
Sleep well
On human dung”

Its mother
had melted into the rays of the rising sun
her face glittering with innocence
her heart as pure as untrammelled dew

Guide questions

- i. What is this poem all about?
 - An Abandoned Bundle is a poem which is about moral erosion. It addresses on the way a certain woman throws her baby in a rubbish dump and dogs eat the child.
- ii. What kind is this poem?
 - An Abandoned Bundle is a free verse poem. It expresses on the way people in the society are very poor. So, poverty forces most of women to engage in prostitution where they get unwanted pregnancies; due poor life they throw their children because they are not able to take care of them.
- iii. Who speaks in the poem?
 - A poet is the one who speaks in the poem. The persona is angry to a mother, sad and sympathetic to a child because this practice is very common among people today.

- iv. What is the mood of the persona?
 - The mood of the persona in An Abandoned Bundle is angry, sad, serious and sympathetic
- v. What are the possible themes portrayed in this poem?
 - In An Abandoned Bundle there are themes portrayed like;
 - a). Environmental pollution b). Poverty c). Prostitution d). Injustice
 - e). Abandonment f). Racism
- vi. Examine the figures of speech used in this poem
 - a). Simile b). Metaphor c). Alliteration d). Symbolism
- vii. Identify the lessons portrayed in this poem
 - a). Poverty leads to immorality and injustice in the society
 - b). Prostitution results to unwanted pregnancy and mass killing of children in the society
- viii. How far is this poem related to what happens in the society today?
 - An Abandoned Bundle is related to what happens in the society because it portrays on issues like Environmental pollution, Poverty, Prostitution, Injustice, Abandonment and Racism which are happening every day.

9. TITLE: **BALLAD OF THE LAND LORD**

POET: LANGSTON HUGHES

Landlord! Landlord!
My roof has sprung a leak
Don't you member I told you about
it
Way last week?

Landlord! Landlord!
These steps is broken down
When you come up yourself
It's a wonder you don't fall down.

Ten bucks you say I owe you?
Ten bucks you say is due?
Well, that's ten bucks more'n I'll
pay you
Till you fix this house up new.

What? you gonna get eviction
orders?
You gonna cut off my heat?
You gonna take my furniture
Throw it in the street?
Um-huh! You talking high and
mighty

Talk on till you get through
You ain't gonna be able to say a
word
If I land my fist on you

Police! Police!
Come and get this man!
He is trying to ruin the government
And overturn the land!

Copper's whistle!
Patrol bell!
Arrest
Precinct station
Iron cell
Headlines in press

Man threatens landlord

Tenant held no bail

Judge gives Negro 90 days in county
jail

Guide questions

- i. What is this poem all about?
 - Ballad of the Land Lord is a poem which is about a quarrel between a landlord and tenant. It addresses on the way a landlord is demanding his house rent and the tenant is not ready to pay the rent because the house he stays in not repaired; due to that landlord threatens to evict the tenant and the tenant threatens to beat up the landlord. The landlord being coming from the upper class, he calls the police to jail the tenant for ruining the government the thing which is not true.
- ii. What kind is this poem?
 - Ballad of the Land Lord is a free verse narrative poem particularly ballad poem. It expresses on the way some powerful people and institutions favors the rich ones while mistreating, humiliating and oppressing the weak and poor ones.
- iii. Who speaks in the poem?
 - A poet portrayed as oppressed, humiliated and victim of racial injustice is the one who speaks in the poem. The persona is angry, hatred toward the oppressive landlord, sad and sympathetic to a tenant who is a victim of mistreatment and racial injustice done to him by Police Officers and the Judge.
- iv. What is the mood of the persona?
 - The mood of the persona in Ballad of the Land Lord is angry, sad, serious and sympathetic
- v. What are the possible themes portrayed in this poem?
 - In Ballad of the Land Lord there are themes portrayed like;
 - a). Awareness b). Protest c). Conflict d). Exploitation e). Oppression f). Humiliation g). Hypocrisy
 - h). Classes i). Injustice j). Racism
- vi. Examine the figures of speech used in this poem
 - a). Tautology b). Rhetorical question c). Hyperbole d). Satire e). Onomatopoeia
- vii. Identify the lessons portrayed in this poem
 - a). Racism leads to injustice in the society
 - b). Landlords should be fair to their tenants by repairing their houses for better health
 - c). Awareness helps people to fight for their rights as they find them violated
 - d). Protest is a good tool when fighting for the violated rights.
- viii. How far is this poem related to what happens in the society today?

Ballad of the Land Lord is related to what happens in the society because it portrays on issues like Awareness, Protest, Conflict, Exploitation, Oppression, Humiliation, Hypocrisy, Classes and Injustice which are happening every day.

CHAPTER FOUR: STUDY QUESTIONS.

4.A: THEORIES OF LITERATURE.

1. (a). Write a literary term that corresponds to each of the following descriptions.

- (i). The freedom to violate grammatical rules in poem is called.....
- (ii).....is the process of giving roles to subjects who are involved in a literary work.
- (iii). The involvement of two or more characters is speaking upon an idea is termed as.....
- (iv)..... is the speaker or a dramatist in the poem
- (v).....do indicate that the play is over

(b). What does the following literary terms mean in literature?

- (i). Technique
- (ii). Mood
- (iii). Symbolism
- (iv). Proverbs
- (v). Comedy

2. By giving the title of a song, proverb or an idiom; use five points to reveal on the notion that, “literature is still advantageous among Tanzanians today” (Give your examples in Swahili language)

3. a): Define the following terms as used in literature.

- i). Comedy drama ii). Suspense iii). Dialogue iv). Diction
- v). Poetic license vi). Flashback vii). Riddle viii). Allusion

b). Contrast the following pairs of literary terminologies.

Wednesday, September 25, 2019

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- i). Tone and Mood ii). Archaisms and Euphemisms iii). Tragedy and Tragic-comedy
iv). Proverb and Idiom v). Antagonist and Protagonist vi). Hyperbole and Litotes

4. To each of the following descriptions write COR as the statement is TRUE and INC to FALSE statements.

- (i). Conflicts happening in any novel are very important in the development of plot.
(ii). Metonymy is the process of giving roles to subjects involved in a literary work.
(iii). Setting can indicate both the status and the subject matter of a play read.
(iv). “As without water no life” also “without language there is no literature”.
(v). The device which uses words in creating mental picture is called symbolism.

5. Argue against the notion that, “The study of Oral Literature has no use in the modern society of today” (Give at least five points)

6. By giving one example, explain on the way form and content are inseparable in making a literary work effective.

7. i): Give the difference present between the following pairs of literary terms.

- a). Elegy and Lyric poems b). Betrayal and Protest
c). Simile and Metaphor d). Rhyme and Rhythm e). Audience and Character

ii). Define the following terminologies as used in literary works.

- a). Conflict b). Onomatopoeia c). Persona d). Setting e). Fable
f). Verse g). Play h). Symbolism i). Plot j). Characterization

8. Using your life experience, show how literature cannot be separated from our society’s daily life experiences.

9. Define the following terms as used in literature.

- a). Exposition
b). Character
c). Dialogue
d). Oral literature

e). Poetic license

10. Contrast the following pairs of literary terminologies.

i). Metaphor and Simile

ii). Tone and Mood

iii). Archaism and Euphemism

iv). Hyperbole and Barbarism

v). Poet and Persona

11. How does Oral Literature useful to your society today? Give seven reasons

4. B: PLAYS

12. “Characters are great figures in literary works”. By referring to two plays you have done under this section argue for or against the statement while giving four characters from each text of your choice.

13. “Plays are of no value to the Tanzanian societies”. Without using any text support or oppose this nation with not less than eight (8) points.

14. “Play as other literary works do deal with human social realities” In reference to two readings you have done show the truth of this argument using four points to every text of your choice.

15. By using two texts you have done under this section, show how the playwrights have managed to portray the today’s living.

16. By using a text you have read under this section, show how traditionalism is opposed to modernity.

17. With reference to a text you have read, show the relevance of eight central ideas portrayed in it.

18. With reference to two texts you have read, show the way characters has helped the writers in communicating their intended messages.

19. “As it is known that conflicts are inevitable in any society”. Identify the conflicts portrayed in any two readings you have done under this section.

20. By the use of two texts you have read under this section, show how traditionalism is opposed to modernity.

21. “Playwrights are teachers in the Tanzania of today”. With reference to two texts done under this section show the truth of this statement.

22. With reference to any two texts you have done under this section, explain on four central ideas portrayed in each text of your choice.

4. C: NOVELS AND SHORT STORIES.

23. From two readings you have done under this section explain on the way novelists have dealt with exploitation, humiliation, protest and awareness as a way of educating and liberating their societies.

24. In reference to two novels you have done assess on the way language has been employed artistically by novelists for enriching their messages to their readers.

25. Read the story below then answer the questions that come after it;

That evening all the young people sat together in the old hut of Ngusulu. Ngusulu arrived and welcomed them kindly. Then he began to tell a story. The story was on the first Man and woman of the land that God had given to them.

“God gave the Man and the Woman the Land”. God said, “This Land I hand over to you, O man and women. It is your duty to keep and look after it forever”. There was a strange light in Ngusulu’s eyes as he spoke. When he told this story, he forgot that his friends were waiting him so that they can go to the second village for paying pride price for his wife to be.

Winfrinda; his favorite sister listened carefully at the story of the beginning of the word. She wished to be stood next God and see all the Land. At last Ngusulu cried out, “But where does our land goes?”

QUESTIONS:-

- i). Name any three (3) settings involved in the story.
- ii). Identify any five (5) characters involved in the story.
- iii). By giving one (1) example; mention any six (6) themes portrayed in the story.
- iv). Outline any five lessons you have learned from the story.

26. “Characters are central figures in literary works”. In reference to a reading you have done under this section, argue for or against this statement.

27. “Novelists always write their work to teach the society”. By referring to a text you have read under this section, explain on any four lessons you have obtained in it.

28. “Usually the conflicts arising in the society affects people.” Show the truth of this statement by choosing two characters from each of the two texts you have done.

29. Explain on the relevance of two readings you have done under this section to the Tanzanian.

30. By referring to two short stories you have read, explain on the messages that a reader can obtain from them.

31. In reference to two readings you have done under this section, analyze on the effectiveness of four characters used by every writer in passing the intended message across the readers.

32. “Unity and solidarity are vital tools in effecting any societal change”. In reference to two texts you have read under this section, justify on four lessons you have obtained in each of them.

4. D: POETRY

33. “Any literary artists do have an idea to communicate in his or her work”. In reference to two poems read under this section explain on what the artists intends to convey to their readers.

34. In reference to two poems you have done under this section; comment on how personification, symbolism, imagery and irony have been used by writers in effecting their messages to the readers.

35. “Poems are rich in figurative language when conveying the intended message to people”. Choose any two poems you have done under this section then identify four figures of speech which has been employed by every poet in them.

36. Choose any two poems you have read under this section then analyze them basing on the following guidelines.

i). Do you think what the poem is all about?

ii). Suggest on the state of mind of the poet.

iii). From the poem read identify any two themes portrayed in each poem.

iv). Is the poem relevant to Tanzanians? Support your answer with two points in each poem.

37. Without referring to any poem show how poetry differ from play and novel.

38. Choose any two poems you have done under this section then, then show how the poets has been effective in the choice of words when delivering the intended message to their readers.

39. "Poems do employ figurative language in conveying the intended message to people". Choose any two poems read under this section, identifying four figures of speech which have been employed by every poet in them.

40. Read the following poem carefully then answer the questions that come after it.

By 80's Kagera screamed,
Others lamented,
We are perished.

Majority cried,
With tears of fright,
We are killed.

Almighty products,
Stop all mourns,
Measure your conducts.

QUESTIONS

- i). Identify the rhymes used in the first and the second stanza.
- ii). Suggest on the state of mind of the poet.
- iii). Do you think what the poem is all about?
- iv). Suggest on the best title of the poem read.
- v). Do you think what is the intention of the poet in the last verse of the last stanza?
- vi). From the poem read identify any five themes portrayed in it.
- vii). Is the poem relevant to Tanzanians? Support your answer with four points.

41. Read the following poem carefully then answer questions that follow after it;

EAT MORE By Joe Corrie

“Eat more fruits,” the slogan say,
More fish, more beef, more bread,
But I’m on unemployment more pay,
My third year now and wed.

And so I wonder when I see,
The slogan when I pass,
The only one that would suit me,
Eat more bloody grass!

QUESTIONS

- a). From the poem read identify the personification, tautology and symbolism used.
- b). Re-write the third verse of the second stanza of the poem read.
- c). Suggest on the mood of the poet.
- d). Identify any five (5) main ideas which are portrayed in the poem. (Cite an example to support each point)
- e). Is the poem relevant to your society?
- f). Give out four lessons you have obtained from this poem.

42. Make a clear analysis on the two poems named "YOUR PAIN" and "EAT MORE" basing on the following guidelines.

- i). What are the poems all about?
- ii). Suggest on the state of mind of the poets.
- iii). Identify any six (6) central ideas conveyed in them. At least three (3) from each poem.
- iv). Mention any six (6) figures of speech employed in the poems. At least three (3) from each poem.
- v). Are the poems relevant to the Tanzanians today? Give out two points from each poem to justify your answer.

***** THE END *****

Wednesday, September 25, 2019

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