

STUDY GUIDE FOR JUNIOR SECONDARY SCHOOL LITERATURE IN ENGLISH (4 IN 1)

*CONTAINS SUMMARIES TO ENHANCE YOUR UNDERSTANDING OF
THE GENRES OF JUNIOR SECONDARY LITERATURE NAMELY;*

❖ *NOVEL: THE TALE OF TAMARI*

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❖ *POETRY: THE FAMILIAR STRANGER*

❖ *PLAY: THE PLAY OF LITTLE SOLDIER*

❖ *SHORT STORY: STORIES FROM AFRICA*

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NOTE: The familiar stranger, English Literature Anthology for Junior secondary school in Malawi, also contains short stories and plays but I have restricted this guide to poems only for two simple reasons; the current JCE syllabus has a special book that contains short stories and in the current MSCE Syllabus, MANEB will write the whole short story and poem from either the prescribed books or any other sources and examine students on them. Such being the case, the students are required to master the skills on how to analyze a short story or a poem rather than studying all the poems and stories in a book.

Acknowledgements

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References

The work in this guide has been taken from the following books;

- ❖ Ashley B (2006), *the play of little soldier*. Hienemann
- ❖ Bhinda M (Ed) (2015), *Stories from Africa; voices and themes of African Cultures*, Geof Boston. Long man
- ❖ Chamasowa H (Ed) (2013), *The familiar stranger, English literature anthology for junior secondary school in Malawi*, Blantyre, CLAIM
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SECTION ONE

INTRODUCTION TO LITERATURE

Literature defined

- Literature is a work of creative art that is produced by a writer or a narrator.
- Literature is also defined as the study of creative and imaginative works or writings.
- Literature can also be defined as any piece of information that is written down or passed on by a word of mouth and is valued as work of art. The work of the art can either be written or oral.

The importance of studying literature

- ❖ It widens the cultural horizon.
- ❖ It evokes critical thinking in the minds of students and enables the knowledge of the good
- ❖ thoughts and arguments about issues and ideas.
- ❖ It increases self-awareness by comparing the self with the characters in books.
- ❖ It helps in comparing societies to know the virtues and limitations of inherited attitudes and values.

GENRES OF LITERATURE

Literature is divided into forms or types known as genres, as such a genre is a major category or type of writing style or format. For easy understanding, we are going to divide the genres into two main categories and these are; written and oral genres of literature.

and bad, right or wrong, wise or silly, moral or immoral.

- ❖ It brings joy and humour.
- ❖ It is educative and makes students broad minded.
- ❖ It sharpens the skill of essay writing which is important in many academic subjects.
- ❖ It is a spring board for the creative writing of poems/songs and stories.
- ❖ It enhances the skill of reading and speaking English.
- ❖ It enriches the vocabulary of the students and improves their passive knowledge of English.
- ❖ It informs about other people's philosophies, beliefs and attitudes.
- ❖ It enhances constructive

Genres of Oral literature

Oral literature refers to that form of literature that is passed one from one generation the next by the word of mouth. There are several genres of oral literature and most of them are in the form of **Oral narratives**. Oral narratives are stories that are told in order to teach morals and other positive values. Oral narrative is divided into the following forms;

- **Myths**; these are stories that explain and describe the origins of a community. They also seek to explain the mystery of creation and supernatural forces around the people.

- **Legends;** A legend is an account of a hero or heroine in a community.eg the Mbona legend. It also explains important and memorable events or occurrences in a community.
- **Ogre and Monster stories**-These stories feature ogres or monsters with frightening attributes. They are half human monsters that portray evil and sometimes death. Ogres have superhuman powers and abilities. These stories are told to children to discourage them from engaging in anti-social or dangerous behaviors.
- **Trickster's stories**- These stories give an account of how one character, usually an animal, tricks another as to benefit from their loss.eg Kalulu and Fisi stories in which Kalulu is always a tricker.
- **Riddles and proverbs**- Riddles are short, witty sayings used to encourage critical thinking. Proverbs are very similar to riddles but they are much more widely used. They also contain community wisdom. Proverbs are popular with adults while riddles are popular with children.
- **Songs/dances/ poems**- These are generally performed to an audience. Their main purpose is to entertain. They are also used to pass messages, warn or to educate people

- **Animal stories also called fables**-These are narratives that contain animal characters but have strong lessons.

Written genres of literature

There are four major types of written genres of literature and these are; the novel, the short story, the play and poetry. These genres will be explained in detail in the following chapters.

Genres of junior secondary literature

The syllabus of literature at junior secondary school level covers the following categories and books:

1. Play: *The play of Little soldier* by Bernard Ashley
2. Novel: *The Tale of Tamari* by Shimmer Chinodya
3. Poetry: *The Familiar stranger* By Hudson Chamasowa
4. Short story: *Stories from Africa* by Madhu Bhinda.

ELEMENTS OF LITERATURE

The following is a list of common elements of literature that we will be referring to throughout the guide.

1. Character:

A character is a person taking part in a story or play. These characters can also be animals or non-living things.

Types Characters

- ✓ **Major character**:-This is a character that plays a great role in the story or play. The whole story is centered on him/her and she/he is the one who moves it forward. This major character is also known as the **protagonist**, the dynamic character, the main character, or the hero/heroine.
- ✓ **b) Minor Character**:-This is the character who works together with the major character in moving the story forward. The minor character is also known as the **antagonist**, static character, subordinate character, flat character or supporting character.
- ✓ **NB.** The word character as an element in literature also means the behavior of a person in a story. This character or characteristic of a person is usually given in adjective form e.g. cruel, kind, good, bad, superstitious, pious, faithful, hardworking, lazy, promiscuous, courageous, proud, selfish and helpful.

2. Setting:

This is the location of a story in time and place. It exposes the time, geography, environment or political situation implied in the story.

Aspects of setting

- **Place**- it is the geographical location e.g. urban or rural area.
- **Times**- when is the story or play taking place; it can be a historical period, time of the day, season or month of the year.
- **Weather condition**- is it rainy, sunny, cloudy,
- **Social condition**,- the daily life of the people e.g. slavery, oppression, war, etc
- **Mood or atmosphere**- the feeling created at the beginning of story e.g. cheerful, dark or frightening.

4. Theme:

This is the main message or lesson (idea) contained in the whole piece of writing. It is the whole purpose of the literary work as intended by the writer. However, themes are not easily seen or observed in the literary works, especially in poetry, and readers can find them only after understanding the writing:

5. Plot:

Plot is a planned, logical series of related events taking place in a story having beginning, middle and end. Plot can as well be regarded as the summary of the whole story or play.

It can either be regular or irregular. A regular plot moves directly forward from the beginning

of the story, to its highest point then to the end while an irregular plot can have a lot of flashbacks or flash forwards and foreshadows.

Elements of a plot

- **Exposition/introduction:** This is where the revelation of the characters and setting is done.
- **Rising action-**this is where the events in the story become complicated and the conflict is revealed.
- **Climax:** This is the highest point of the story. It is the focal point to which the story has been moving and this is the most interesting and enjoyable part of the story.
- **Falling action-** It shows the writer's deliberately reduction of the tempo of the story and preparedness to conclude it. The conflict began to be resolved.
- **Resolution:** This is the point in the story where the conflict is put to an end.

6. Point of view:

This is the angle from which a story is narrated (told)

There are three main ways of telling a story as follows;

- **First person point of view:-**This narrator is limited because he/she explains only what he/she sees, hears, experience or observes and cannot know anything happening on the

other side. This narrator uses the first person pronouns (I or we)

- **Third person point of view:-**This narrator is omniscient (all knowing) because he/she is not involved in the story as such he/she can explain something which the people in the story (characters) do not know. This is the advantage of this narrator over the first person narrator. This narrator uses the third person pronouns [he, she, it, they)
- **The second person point of view** is not commonly used in many forms of literature except some poems and epistolary works (writings in form of letters). The second person narrator uses the second person pronouns-‘you’ for both singular and plural.

7. Conflict:

This is the main issue at hand which is like a struggle brought forward to be acted upon in the story.

8. Alliteration:

This is the use of the same words or the words that have the same sounds at the beginning of a sentence. e.g. She sells sea shells by the sea here.

Types of alliteration

- ❖ **Consonance:** This is the repeated use of words that have the same consonants to

produce half rhymes.eg blood/blade, flash/flesh, slip/slap/, /slit/slot.

- ❖ **Assonance:** This is the repeated use of words that have the same vowels or the same vowel sounds Examples: old/okay, answer/another, in/ink, up/at.

9. Imagery:

This is the use of words or expressions that produce a clear picture of something in the mind of the one reading or hearing them.

10. Tone:

This is a voice expression in a poem. It expresses the speaker's feelings or thoughts. The tone can be hostile, friendly, sarcastic, playful, mournful, light, satirical, sympathetic, ironic, humorous, light, somber, or joyful.

11. Mood:

This the emotional content of a poem or story as intended by the author or poet. It is described in terms of feelings such as hostile, friendly, sarcastic, playful, mournful, light, sympathetic, humorous, light, somber, joyful or gloomy

12. Soliloquy:

This is when a person talks to himself/herself. This style is mostly used in drama (plays) where a character may speak loudly to himself/herself in order to let the audience know his/her inner

feelings which he/she does not want to share with the other characters.

13. Satire/Parody:

This is a clever way of mocking a person or a system in order to expose the weaknesses.

It uses humor and wit to attack and expose these features for humorous effect. It may change or exaggerate other facts or features to enhance the humorous effect.

14. Hyperbole:

This is a deliberate exaggeration intended at intensifying an emotional force. eg - My father has all the money, -His hands are full of blood.

15. Allusion

This is a direct reference to a name or event in history or in literature in order to enrich the meaning of the poem or passage being read.

eg -We do not need any Judas in this class (traitor)

-James is the John Chilembwe of our school (freedom fighter)

16. Simile:

It is a brief and direct comparison of two things or ideas using 'like' or 'as'. eg : -John is as strong as a lion; Her beauty is like that of a star.

17. Metaphor:

This is a group of words that explicitly compare two terms that are not similar in order to give a specific meaning without using 'like' or 'as'. eg
- He is the lion of the village; She is the star of the school.

18. Irony:

This is the use of words in a sense which is very different from their usual meanings. It is a contrast between what appears to be true and what is really true.

Types of irony

- ❖ **Verbal irony:** This involves a contrast between what is said or written and what is really meant. .E.g. All offenders will receive the headmaster's ice cream (punishment)
- ❖ **ii. Situational irony:** This is when what happens is very different from what is expected to happen.
- ❖ **iii. Dramatic irony-**This occurs when the audience or reader knows something which a character does not know.

19. Personification:

This is a special kind of metaphor which refers to inanimate or abstract things as if they are humans. The personified things are given human identity (form) and are called by personal pronouns.

Eg: -Mother earth has dressed her children.

20. Paradox:

This is a statement or a fact which seems to be absurd (funny) because it is contrary to the normal. A paradox can also contain two opposite facts or two characteristics that contradict each other.

Eg -Hoes wearing out not because of farming but digging graves.

21. Foreshadow:

This is the use of clues or hints that suggest the events that will happen later in the story in order to raise a dramatic tension by giving warning about the events to come.

22: Flashback:

This is the recalling or reliving events in the past when telling a story by narrating what happened at an earlier time. It interrupts the action of the plot before returning to it to continue with it. Flash back is important in the following ways;

- It gives the background of the present action.
- It summarizes the plot.
- It fills any created gap.
- It shortens the series.
- It can be the means of telling the whole story or poem.

23. Denotation:

This is the literal use of words. It is the use of words according to their actual dictionary

definition. The words are used in simple, plain and direct manner in order to give ordinary everyday meanings.

24. Connotation:

This is the figurative use of words. It is the use of a word to give a deeper or hidden meaning. It can stretch a word to accommodate a larger or a very different meaning. It uses different figures of speech like metaphors, idioms and irony.

26. Suspense:

This is a type of writing which raises a feeling of curiosity, uncertainty or even dread about what may happen next. The level of suspense in a story is usually increased by clues (foreshadows) of what may happen next.

d) They help to hold a particular portion together

NB- The above elements, are not the only elements of literature in use. There are many elements of literature, you can search for them from different sources and update your list.

SECTION TWO

PLAY: THE PLAY OF THE LITTLE SOLDIER by Bernard Ashley

What is a play?

A play is story that is performed by actors and actresses in front of an audience mainly through words and actions of the characters.

It can also be defined as a story that is written for actors to perform or act in a theatre.

A written play is called a **script**

A person who writes plays is known as **playwright**.

Types of Plays

- 1) **Comedy**-It is a play that starts with humour and ends with humour.
- 2) **Tragedy**-It is a play that ends on a sad note due to the death of at least one of the main characters.
- 3) **Tragi-comedy**- It's the combination of both humour and sadness. It may start with humour and ends with death of at least on actor

Features of a play

- ✓ A play is written to be performed in front of an audience
- ✓ A play is written in form a dialogue

- ✓ The names or titles of the characters in a play are written in the margin of the paper on the left and the speech follows on the right
- ✓ A play is divided into Acts and scenes. Act is the major division while scene is a minor segment within an Act.

Elements of play

Most elements of a play have been discussed in the first part of this guide. Some of them are briefly discussed below

1. Plot.

This is the trend or series of related events taking place in the play. In other words it is the summary of the whole play.

It is in the plot where a conflict is formulated, concluded and resolved. For example the play of 'little soldier' centers on the following conflicts;

- ❖ The conflict between the Kibu and the Yusu tribe in Africa which results in the death of Kaninda's parents and a sister.
- ❖ The conflict between Barriers Crew gang and the Federation gang over the control of the streets which is heightened when Dolly is hit by a car.
- ❖ The conflict between Kaninda Burumba of Kibu tribe and Faustine Ngesi of yusu tribe when they meet in London.

2. Character

A character is a person taking part in a story or play. These characters can also be animals or non-living things. As seen in the first part of this guide, a character can be categorized as major versus minor, protagonist/ antagonist etc.

The list of Characters in the play little soldier is listed at the beginning of the play.

3, Setting

This is the location of a story in time and place. The play of the little soldier takes place in; streets, airport, homes, river Thames reach and in homes in London, and in Africa-Lasai.

4. Themes

This is the main message or lesson (idea) contained in the whole piece of writing.

5, Act and scene

Act is the major division of a play similar to a chapter in a book. A scene is a minor segment within an Act. A scene usually indicates a specific location or time and changes if another location or time is supposed to be presented. The play of the little soldier is divided into 2 acts each having 20 scenes.

6: Flashback:

This is the recalling of the past when telling a story by narrating what happened at an earlier

time. Flash back is critical to note in the play little soldier. In the play Sergeant Matu appears to Kaninda in several flashbacks.

SUMMARY OF THE PLAY

Kaninda is a 13 years old boy who comes from Lasai Africa. The country is torn by a violent civil war between two tribes; the Yusulu and the Kibu. Kaninda's family belongs to the Kibu tribe. The play begins with the murder of Kaninda's parents and a sister at the hands of Yusulu Militia. Kaninda is left as an orphan at the age of 13.

Kaninda is taken to London by the Rose family. Peter and Betty Rose belong to God's Force, an organization like the Salvation Army. Their daughter is Laura who is more interested in her relationship with Theo. Theo is a member of the Barriers Crew, one of the two gangs (the other is the Federation) fighting each other over the control of the streets on the Thames barrier estate.

Theo and Laura drive a stolen car into Federation territory. Laura is at the wheel when a young girl Dolly is knocked down and she is rushed to the hospital in a comma. Since Dolly lives in the part of the estate controlled by the Federation, their gang leader, 16 years old Queen Max, vows to revenge against the Crew. Dolly is a younger sister to Queen Max. Both

gangs prepare for a showdown in the millennium shopping Centre

The showdown duly takes place. It is horrifying event, the two rival gangs mirroring the brutality of the Yusulu and the Kibu tribes in Africa. The fighting is halted by Betty Rose.

Kaninda whose only wish is to return to Africa, escapes the house of the Rose and plans to stow away on ship bound for Mozambique. But first he needs to murder Faustin Ngesi a boy from Yusulu tribe. He confronts him in a dockland café. There, Faustin surprises Kaninda by showing no hostility or resistance. Instead, he expresses his view that warfare, either tribal or gangland, solves nothing. He makes Kaninda realize that back in Africa, he was simply being used as youthful assassin (little soldier) by Kibu rebels who cared nothing for him as a person.

The play ends with Kaninda making peace with Faustin. At last, he wrenches his thought away from Africa. He has found a new understanding and a new home.

DETAILED SUMMARY OF THE PLAY SCENE BY SCENE

ACT ONE

PRE- SCENE

Setting- African Lasai, War Zone

Summary –The pre-scene is only heard and not seen. There is a tribal war taking place between

Kibu and Yusulu tribes. There is a lot of noise; shouting, screaming and sound of guns. Amidst the commotion, Kintu and Joyce Bulumba and their children; Kaninda and Gifty are trying to hide so that they can survive. In the end the father, mother and sister of Kaninda are killed by a Yusulu officer.

Themes

1, the adversity of tribal war

The commotion and confusion in this scene is caused by the tribe war which make people to be homeless.

Characterization

- **Kintu and Joyce: dutiful**, -protective and responsible. They try to protect their children from the attack.
- **Yusulu officer- cruel**,

SCENE ONE

Setting- African Lasai, War Zone

Summary-The commotion has died up and Kaninda survives from the Yusulu attack but his parent and sister have been killed. Kaninda pulls himself from the beneath of dead bodies and cries over his deceased parents and sister.

Theme

- Death as a result of war.

- Orphan hood

Characterization

- Kaninda; Courageous (he pulls himself from beneath dead bodies.) Helpful and loving.

SCENE 2

Setting- Arrivals hall, Heathrow Airport London

Summary- after Kaninda has survived the tribal war; he is been taken to London by Captain Betty Rose of the God's force. God Force is church that works as an organization that helps people who are in troubles. Kaninda and Betty Rose are welcomed at the airport in London by Peter Rose, a husband to Betty Rose and Laura their daughter. Betty Rose introduces Kaninda to his new family but Kaninda doesn't say anything but only nods his head. Kaninda is rude and he shows his defiance by saying nothing. Instead of taking part in the discussion, he recalls his life back in Africa.

In his recollection of his life in Africa, Sergeant Matu of Kibu tribe appears to him in a flashback. Matu tells Kaninda to accept his new family.

Characterization

- Peter Rose- prayerful
- Betty Rose –accommodative, helpful, Prayerful and kind

- Laura –live
- Kaninda –rude/defiant, revengeful
- **Themes;**
- People’s responsibility over orphans
- Effect of tribal wars

SCENE 3 and 4

Setting- Luras bedroom, Kaninda’s bedroom
London

Summary -Scene 3 is very short and what is happening in it is that Betty Rose is inviting Laura for the breakfast.

Scene 4, Kaninda has been given his bedroom and he is busy exploring the room. Then Betty Rose invites him for breakfast. She also suggests a lot of names that Kaninda should be using when calling her. She settles for the name ‘**mum**’ because it is the one that Laura uses when calling her.

Kaninda doesn’t pay any attention to Betty Rose but he is drawn to the sound of a ship. Then sergeant Matu appears to Kaninda in a flashback. Matu gives instructions to Kaninda on what to do when he is captured e.g. *‘if you are taken lie low, and wait for a chance to run!’*

Themes;

- People’s responsibility over orphans

Characterization

- Betty Rose –Introductive, accommodative, helpful and kind
- Laura –hypocritical
- Kaninda –rude/defiant, revengeful

SCENE 5

Setting –Federation Street

Summary-The scene introduces the members of the Federation gang group. The members are Queen Max, Charlie Ty and Snuff Bowditch. The leader of the group is Queen Max. The gang members are discussing the activities for the day. Snuff says that he is going to put the tag ‘F’ along the federation street. As the gang members are discussing the activities of the day, Dolly Hedges, a young child from the estate, passes by on her way to the shop to buy sugar. Queen Max asks her to buy some Twix for her to which Dolly responds that she will try.

Characterization

- Charlie Ty- inquisitive, challenging
- Queen Max-trouble some
- Dolly Hedges- Timid and fearful,

SCENE 6

Setting – Thames Barrier Estate

Summary-The Scene introduces the gang members of the Barriers crew. The members of the crew; Mal Julien and Lydia are working on a stolen red Ford Escort. We know that it is a stolen car because Theo says that Mal Julien was after Rover but the owner was sitting in it hence stealing the red Ford.

As Lydia and Mal Julien are working on the car, Theo Julien, Mal young brother, is watching the work from a distance while he is listening to the chart among Sharon Slater and other Kids. Laura approaches wearing her God' force uniform, but she is in a sad mood. Laura explains to Theo that she is not happy with Kaninda. Theo advises Laura to take it positive and get over it.

Julien and Lydia have finished working on the car but they forgot to remove keys from the car. Theo and Laura take this as an advantage and they start riding the car after some good moments of romance.

Characterization

- Lydia- Domineering, careless
- Juilien, helpful, thief, careless
- Sharon- Playful
- Theo- Romantic, Optimistic, Advisor
- Laura-Pessimistic, tolerant and Charming

SCENE 7 AND 8

Setting- Federation Street

Summary-Theo is giving driving lessons to Laura using the Red Ford Escort. They are driving along the federation street. Queen Max and Dolly are surprised to see that Laura is driving a car.

Characterization

- Theo- Domineering,
- Laura- Live

SCENE 9

Setting- Federation Street

Summary –After the car that is being driven by Laura has passed by, Queen Max and Dolly resumes their activities. Dolly is running to the shop to buy sugar while Queen Max is making up her hair. Then all over a sudden there is a sound of brakes and a scream from Dolly who has been hit by the car that is being driven by Laura.

SCENE 10

Setting- Thames Reach Hospital

Summary- Dolly has been taken to the Thames Reach Hospital. Rene Hedges a mother to Dolly is crying over her injured daughter. A nurse assures Rene Hedge that her child will be fine.

When she has been asked by the police, Queen Max reports that Dolly was hit by a red car that had no number plates. But Dolly says that it was a white car. The police assure Dolly's mother that the car which hit Dolly will be brought to book. Queen Max says that she will also do her own independent investigations.

Characterization

- Rene Hedges-Caring. Compassionate
- Queen Max-Talkative and Charlatan
- PC-Inquisitive and thoughtful
- Nurse- Professional

SCENE 11

Setting-Barrier Estate River Front

Summary- Laura is walking with Kaninda towards the river. Her aim is to show Kaninda the river. However Kaninda is not interested in Laura's conversation. He is interested with the ship that is ferrying sugar from Africa. He moves closer to the river to have a better look at the ship.

Mal Julien and Lydia Becky are looking for the number plates for the car and they discover that the number plates are missing and that the car had been used because the engine is hot. They ask Theo and Laura about the number plates and

if the two have used the car. Theo and Laura tactfully deny both accounts.

Kaninda who has been staring at the ship for a time has discovered that the ship is going to Mozambique.

Characterization

- Mal and Lydia- Inquisitive, Careless and Observant
- Theo and Laura- Tactful
- Kaninda-Philosophical and Thoughtful

SCENE 12

Setting-A clearing in the Lasain Bush-Africa

Summary-In chapter 11 above, we have seen that Kaninda has discovered that the ship is going to Mozambique. This has caused him to start thinking about his home in Africa.

Sergeant Matu appears to Kaninda in a flashback. Sergeant Matu brings a Yusulu prisoner before a line of Kaninda and other Kibu boys and girls. Matu challenges the youth that anyone who wants to join the Kibu rebel group must shoot the prisoner. Kaninda moves forward, lifts up the gun and points it at the prisoner ready to shoot. But he stopped by Sergeant Matu once it has been discovered that the prisoner is a Kibu officer. Therefore,

Kaninda qualifies to be a Kibu soldier because he has shown his courage.

Characterization

- Sergeant Matu-Commanding, Militant
- Kaninda- Courageous
- Kibu officer-Obedient

SCENE 13

Setting-Barrier Estate Riverfront

Summary- Federation members; Snuff, Queen Max and Charlie Ty are searching for the car that hit dolly. Queen Max says that she doesn't doubt that the car belongs to the Barrier estate. When the federation gang members see Kaninda carrying a number plate, which he previously picked from the grass, they conclude that the car is from the barrier estate.

The leader of the Barrier estate Baz Rosso appears and he sees the federation members moving around his estate. He commands Queen Max to leave his estate. In turn Queen Max tells Baz Rosso that there is trouble that is brewing for the two gang groups. Sharon and other kids chat about Baz Rosso that he likes troubles

Then Laura arrives wearing her God's force uniform and she asks about Kaninda. Then Kaninda appears with Charlie Ty who insists that he wants to have a word with Kaininda.

Queen Max asks Charlie Ty to continue with the investigations in order to punish the crew.

The children mock Laura that Theo has left the place with another woman. Theo appears and discusses the accident with Laura. In the discussion, Laura suggests that they should go and surrender themselves to the police, a thing that Theo denies. Laura burst into crying because she wants to go the heaven. Theo comforts her.

Characterization

- Federation- Spiteful
- Crew- Defiant
- Theo- Unmoved
- Laura-Fearful
- Kaninda-Courageous

SCENE 14

Setting-Victoria Comprehensive School London corridor and Katanga School Lasai-Classroom

Summary- Betty Rose has found place for Kaninda at Victoria Comprehensive School. Miss Mascal the head teacher for the school welcomes and introduces Kaninda to the new school. She says that Victoria Comprehensive School is as school that celebrates variety because it accommodates people of different

colors and destinations for example the Jews, Catholics, Indians, and Hindus etc

As Miss Mascal walks Kaninda to the classroom door, Kaninda thinks of what had happened at his home school, Katonga primary school, in Lasai Africa. As the teacher Setzi is busy teaching, a Yusulu officer comes and orders him to leave everything and follow him. Other teachers in other classes are also told to leave everything and follow the Kibu soldier. Thereafter there is sound of shooting and confusion. All the teachers are killed and the school is closed.

Kaninda gets back to Victoria Comprehensive School, Miss Mascal goes and Charlie Ty comes along the corridor and sees Kaninda. Charlie Ty tries to bully Kaninda but Kaninda proves to be too good for him. Theo congratulates Kaninda for his victory over Charlie; however he is quick to warn him that he has made a bad enemy. But Kaninda refuses this claim saying that he knows he is doing.

Characterization

- Miss Mascal-Dutiful,
- Kaninda- Courageous, Distant, Strong
- Charlie Ty- Spiteful, weak

Chapter 15

Setting, God's force Citadel

Summary- Laura is in the Citadel running an evening session for the Junior God's force. There is sound of heavy rain and Kaninda comes in but he does not take part in the proceedings. Sharon arrives and asks Laura to say the truth as regards to the activities in the Red Ford escort with Theo on Saturday. Sharon dares her to say the truth because she is in a citadel as such she has to tell nothing but the truth. Laura is troubled with the question such that she stops what she is doing.

Characterization

- Laura- Purposeful
- Sharon- Inquisitive
- Little Jackson-Childish, playful

Chapter 16

Setting- A landing leading to head's room at Victoria Comprehensive School.

Summary- The scene introduces a new character by the name of Faustine Ngesi. He is of Kibu tribe and has come to London in the same way as Kaninda did. He has come to join Victoria Comprehensive School and he has sat at a corner outside the head teacher's office waiting to be introduced to the school by the head teacher.

The head teacher Miss Mascall introduces Kaninda and Faustin Ngesi to each other. The two boys stare at each other for just a second, and then Kaninda attacks Faustin. Miss Mascall serves Faustin from Kaninda's attack. Despite Miss Mascall's advice that at the school tribes do not matter, Kaninda fiercely attacks Faustin. Kaninda spits at Madam Mascall and runs off in the direction that Faustin took.

Characterization

- Kaninda –Revengeful, un-forgetful
- Miss Mascall- Unifying, Dutiful
- Faustin- Timid

SCENE 17

Setting-Barrier Estate River front

Summary-The federation members are moving around Barriers estate in search for Kaninda. The federation members; Queen Max, Charlie and Snuff Bowditch discuss mockingly Kaninda's victory over Charlie Ty saying it was just mayoral luck. In more challenging move the federation gangs put their tag over the Barrier's tag.

Little Jackson shows up and is bullied by Queen Max, who also tells him to tell Kaninda that they need the number plate.

Baz Rosso comes to little Jackson's aid who later goes home. Baz Rosso sees the 'F' tagged over the Crew and makes a gesture of hatred at it. Theo informs Baz that the bullying on little Jackson is due to the victory of Kaninda over Charlie Ty. Baz Rosso orders Theo to arrange a meeting with Kaninda so that they can organize revenge to the federation gang for bullying Jackson. **Characterization**

- Federation- Underrative, challenging, Spiteful and revengeful
- Baz Rosso- Helpful, Revengeful
- Theo- Informative

CHAPTER 18

Setting- Betty Rose Kitchen, School Corridor

Summary-Betty Rose and Miss Mascall try to discourage Kaninda from beating and attacking Yusulu people at school. But Kaninda is adamant and defiant. Captain Rose tries to make Kaninda happy by hugging him and promising him that she is going to prepare a best meal for him. But Kaninda just looks at her

Characterization

- Miss Mascall- Dutiful
- Betty Rose-Caring
- Kaninda Difficult and Adamant

Chapter 19

Setting-The barrier estate River front

Summary-Laura runs into the front holding a newspaper that contains news about the accident. Then Sharon, who is busy playing with a bunch of kids, continues to mock and torment Laura regarding her activities with the Red Ford Escort. Sharon says that Mal car has four number plates. She also says that, the fact that the car in the Newspaper is Red as one the one that Laura and Theo were in is not coincidental but also circumstantial.

Characterization

- Laura-Irritable
- Sharon-mocking

CHAPTER 20

Setting – God’s force Citadel

Summary-Laura and Theo enter into the Citadel while Laura is carrying the newspaper. They want to have a private meeting. They discuss the story about the accident which is in the newspaper with a tittle ‘HIT AND RUN.EVIL OF THE CAR WITH NO PLATES.’

Laura is worried that Dolly Hedges has some clues which will link them to the accident. But Theo thinks that there are no facts to the same.

At this point Laura tells Theo that they have to go surrender themselves to the police or they have to jump into river.

Theo does not agree with any of the suggestions by Laura saying that the first suggestion is dangerous and the second one is stupid. Theo brings in his idea saying that Laura must get Kaninda to join the ‘Crew’ in the fight against ‘Federation’ after which they will go to police.

Characterization

- Laura-Timid, fearful,thoughtful
- Theo-Tactful, domineering

ACT TWO

SCENE 1

Setting-Kaninda Bedroom

Summary- Kaninda is in his room looking at an Atlas; his aim is to trace the route from London to Africa. Laura knocks at the door and Kaninda puts the Atlas under a pillow. Laura persuades Kaninda to go the river so that they can get to know each as brothers and sisters. As they walk to the river Laura asks Kaninda if he likes fishing and swimming. Kaninda replies that he doesn’t like the river she is talking about. Kaninda seems to be interested in a ship and he jumps to the idea of seeing a sugar ship at Tate Lyles.

Characterization

- Laura-initiative, self-starter, tactful, pushing
- Kaninda-disinterested

SCENE 2

Setting –Thames River front

Summary-After Laura and Kaninda have agreed to go and see the ship; they are walking down to the river while having a conversation. Baz Rosso and Theo join them and Laura introduces Baz to Kaninda. Kaninda goes further to have a good look at the ship.

Baz Rosso and Theo persuade Kaninda to join the crew, (after they have heard that he is a good man and he is going to help them). Baz Rosso asks Kaninda that if he wants to join the crew, he has to run along the river wall in 20 minutes as his initiative run. The Crew promise to get Kaninda Faustine Ngesi, a Yusulu boy, as a prize for joining the Crew. Kaninda agrees to join the Crew and starts running as instructed. But before he starts running, Laura warns him not to run saying that it is suicide.

Kaninda does not take heed of Laura's advice and starts running but he is disturbed towards the end when he mistakenly heard Theo saying 'you sool, you Yusulu.' Kaninda misses the track and falls on the side of the wall on the river side. He falls off as he stops to look for Faustin Ngesi

after hearing Theo saying 'Yusulu.' He is served by Laura. Kaninda is now officially a member of the Crew.

Characterization

- Laura-Helpful, Tactful, Hypocritical
- Kaninda-Defiant, Thoughtful, Courageous
- Baz Rosso-Tactful, Domineering
- Theo-Go getter, Tactful

SCENE 3

Setting Captain Betty Rose's Kitchen

Summary-Captain Betty Rose and Laura are in the kitchen preparing dinner. Betty Rose gives a newspaper to Laura for her to put the peels of potatoes. The newspaper contains a story on the accident of Dolly. Captain Betty curses to hell those who had caused the accident; she says that they need to be punished by God.

Laura tries to defend the culprits saying that they may have done it accidentally. She continues to say that God is the one who is to forgive. However Betty Rose maintains her stand that the culprits will surely go nowhere but to hell. Following the conversation Laura is panic and runs out of the room.

Characterization

- Laura-Defensive Hypocritical

- Betty Rose-Strict, Domineering

SCENE 4

Setting – River by the sailing themes Club

Summary- Kaninda is walking along a jetty and discovers a small boat and he is very happy. He stands up and looks over at a sugar ship as if measuring the distance from the jetty to where the ship is. Laura comes and hides herself so that Kaninda cannot see her.

Characterization

- Laura-Observant, Tactful
- Kaninda- Adventures.

SCENE 5

Setting- A River in Lasai-Africa

Summary-The scene happens in a flashback. Kaninda is with Sergeant Matu and they are along a river in Lasai Africa. They try to take a boat from a Boatman but the Boatman refuses telling them that he is neither a Kibu nor Yusulu but rather from Ugandan shore. However Matu lure the Boatman with cigarettes (the Boatman was fishing in order to get money to buy cigarettes) so he accepts to give them the boat. Kaninda and Sergeant Matu use the boat to go to the village on the other side of the river to look for weapons.

Characterization

- Kaninda- Observant, Respectful
- Boatman- Corrupt, Weak minded, Feeble willed.
- Sargeant Matu- Observant, Persuasive, Corrupt.

SCENE 6

Setting -River by the sailing themes Club

Summary-Laura comes where he has been hiding and says to Kaninda that she has discovered his plan to escape. Laura starts crying and grabs Kaninda and he tries to kiss the tears of her cheeks. Laura confesses to Kaninda that she has troubles. Kaininda comforts her and asks her what kind of trouble is it. Laura simply says that she has big troubles. She thanks Kaninda for his help and promises that she will come with him when she escapes.

Characterization

- Kaninda-Sympathetic, Helpful
- Laura- Frail

SCENE 7

Setting Victoria Comprehensive School Lavatories

Summary- Theo finds Faustin in side school toilets and asks a lot of questions to know more about the life of Faustin. Faustin tells Theo that he has a sister who lives at convent school somewhere in London. They split up after the war and Faustin has a strong desire to know the whereabouts of the sister. Theo offers to help Faustin to locate his sister. He tells him that his brother Mal works in a phone shop in Deptford. Theo advises Faustin that if he wants to phone his sister cheaply, he should come to Theo's place that night to discuss with his brother. His aim behind is not assist Faustin but to make sure that Kaninda meets Faustin as per the promise that the Crew will bring Faustin to Kaninda if he later joins the Crew. Faustin happily agrees to visit Theo at night.

Characterization

- Faustin- Timid, Open
- Theo- Tactful, Persuasive

SCENE 8

Setting – Thames Barrier River front

Summary- This is the same place where Kaninda did his initiation run. Faustin has arrived to meet Mal as agreed in previous scene, and they are having a conversation as they are waiting for Mal to come. Suddenly Kaninda comes in and attacks Faustin. Faustin pleads

with Kaninda to leave him, saying that the tribal war has nothing to do with them but their leaders. But Kaninda does not listen to Faustin but continues attacking him. When the fight becomes fierce, Theo comes and tries to rescue Faustin from Kaninda and they both run away leaving Kaninda alone.

Laura comes in and tells Kaninda to plan with her for the escape. She suggests that they have to take food and many other things. As Kaninda is discussing with Laura, Sergeant Matu appears in his spot and advises Kaninda to go lone.

Sergeant Mau disappears then Crew gang members enter. Baz Rosso, the gang leader, lures Kaninda to join the Crew in the war against the Federation. Kaninda agrees to join the fight and the Crew plan to attack down the town on Saturday

Characterization

- Kaninda – Revengeful
- Faustin, Philosophical
- Theo, Liar, Remorseful

SCENE 9

Setting- Federation Street

Summary- The Federation gang is gathered. The members are preparing for the war against the Crew. Queen Max distributes hair coloring

powder to dye their heads. They agree to meet at Ropeyard on the following day at 12 noon. The fight has been organized as revenge to the Crew for the accident of Dolly.

Characterization

- Federation – Unified Revengeful
- Queen Max ,Domineering, Philosophical

SCENE 10

Setting- Barrier Estate

Summary-The members of the Crew have gathered- including Baz Rosso, Theo and Kaninda. Baz Rosso gives instruction to the Crew on the detail of the war, for example they must go to town wearing hoods and heavy boots, and that they must not carry any weapon when going there.

When the federation members come, Baz will call Kaninda using a Phone and Kaninda will give a signal (of putting his head back and doing a jackal shriek) and all the Crew members will come from their hiding places and start the fight. Baz says that they will be fighting against the Federation as revenge for little Jackson beating.

Characterization

- Crew – Unified Revengeful
- Baz Rosso ,Domineering, Philosophical

SCENE 11

Setting- A pedestrian walk away in south London

Summary- Laura is going to the hospital to see Dolly but before she enters into the hospital she prays to God for forgiven. She also prays to God to save the injured girl-Dolly. As soon as she finishes praying, Sharon who has been following her approaches and gives a number plate to her so that she can get rid of it.

Characterization

- Laura– Religious, Protective, Tactful
- Sharon –Spiteful

SCENE 12

Setting-Thames Reach Hospital

Summary-Laura is still at the hospital to see Dolly. She follows the sign and arrow direction that leads her to the public ward where Dolly is in her bed. She meets Ashleigh a girl patient who is receiving treatment from a nurse. Ashleigh tells Laura that Dolly is getting better. The nurse also tells Laura that Dolly is coming out of the comma and added the word ‘van’ meaning that she was hit by a van. Laura asks if Dolly really said that it was a white van not a red car, the nurse replies that Dolly did not mention about a red car. Pleased with this news Laura

leaves the hospital, after briefly talking to Dolly telling her that she was sorry.

Characterization

- Laura– Sympathetic, Volatile
- Nurse-Dutiful

SCENE 13

Setting-Ropeyard Army Street

Summary-The federation members are preparing for the war and they are all dressed in war gear. They have dusted their hair and Queen Max asks if all the members are ready for the war. Upon confirmation of the members, the gang group leaves for the war to kill in revenge for Dolly.

Characterization

- Federation-Revengeful

SCENE 14

Setting-The river front approaching the Ropeyard Army

Summary-The Crew members which include Baz Rosso and few members including Theo are coming cautiously for the war. The federation are also coming for the war while chanting 'kill kill kill' Then the gang groups start mocking each other; the federation mocks the crew of

being too few to defeat, on the other hand the Crew mocks the Federation of bringing infants to the war. After discovering that the federations are too many, Baz Rosso informs Kaninda to tell the crew members to run. The crew members run and the federation members run after them.

Characterization

- Crew- Fearful, un calculative
- Federation-Calculative, Courageous

SCENE 15

Setting- Millennium Hall

Summary-The events in this scene are taking place at shopping center. The crew members are in the shop as shoppers and Kaninda is giving instructions to the crew members. He instructs them to man all the doors and hid behind advertising board and that they fight hard, fight to kill when the federation comes. The federation arrives and the crew attacks them immediately throwing shoppers into confusion. The crew members have their hoods up while the federation members have their hair colored. The fight begins and Kaninda engages Charlie Ty and Snuff in a two to one combat.

Most of the crew members have run away leaving Kaninda alone and he is attacked by 4 members of the federation. He tries to be

defensive but the federation members have outnumbered him. Betty and Peter Rose intervene to stop the fight. Betty Rose warns some of the federation members not to attack Kaninda anymore. Betty Rose asks Theo and Kaninda about the fight and Theo lies that, he and Kaninda were just looking around when they found themselves in the middle of the violence.

Laura comes in and reports to Theo that Dolly has now changed the record- that she was hit by a white van. Theo thanks God that they both have been saved in their respective ways.

Bazz Ross comes in with his hair having some blue powder from Queen Max's hair. He brags of the prowess in the war but Theo doesn't think so. Suddenly Queen Max arrives this time her hair is not blue but torn. She attacks Bazz Rosso. As Queen Max is lunging for Bazz she knocks Laura and this cause the number plate to fall from Laura's bag. Queen Max grabs the number plate and concludes that Laura is responsible for Dolly's accident.

Characterization

- Kaninda- Courageous
- Betty Rose-Caring, loving, Helpful
- Theo- Deceptive
- Peter Rose- Defensive, short tempered
- Queen Max-Revengeful

- Federation-Calculative, Courageous
- Bazz Rosso-Pompous
- Laura- Fearful

SCENE 16

Setting- Kaninda's Bedroom

Summary- Kaninda is in his room busy packing Laura's carrier bag with socks a jumper and an atlas. Peter Rose calls him to accompany them to the hospital. Betty Rose is the one who is not feeling well. Kaninda refuses to accompany them and he continues packing his belongings. **Characterization**

- Kaninda- Defiant, Deceptive, Determined
- The Rose-Caring, loving,

SCENE 17

Setting- Jesus saves Tea rooms

Summary- Jesus saves tea rooms is a place where Faustin Ngesi works. It is evening and Faustin is sitting on the table near the counter with a waiter's apron on. He is busy doing his homework. Kaninda enters into the tea room and Faustin asks him if he has come for eating or for killing. Kaninda only stares at Faustin.

Faustin approaches Kaninada and tells him that tribal war is political and not individual. He

explains to Kaninda how his sister was tied, beaten and left in a ditch like dead meat. Then Faustin tells Kaninda to attack him because he can no longer continue to be running for the rest of his life. Kaninda is touched and orders a big supper to travel.

Characterization

- Kaninda- Understand and Sympathetic
- Faustin- Philosophical, thoughtful, Rhetoric, Convincing and Courageous

SCENE 18

Setting-The River front by Theme's sailing club

Summary- Kaninda carrying a plastic bag comes to the jetty with an aim of getting ready to depart on the tide. His aim is to travel by the ship that is travelling to Africa. Then he bends to pull out a boat but Sergeant Matu appears standing on the boat.

Characterization

- Kaninda- Determined
- Sergeant Matu-Handy

SCENE 19

Setting-A river in Lasai Africa

Summary- The scene takes place in Lasai, Sergeant Matu steps from the boat carrying an

armful of rifles. Matu asks Kaninda where they have acquired the weapons to which Kaninda reports that they have been acquired in exchange of three packets of cigarettes. Matu tells Kaninda that this is what tribal war is all about.

Characterization

- Kaninda- Determined, Observant
- Sergeant Matu-Handy

SCENE 20

Setting-River front by the sailing club

Summary-Theo asks Kaninda whether Laura is a good person. To which Kaninda replies that Laura is a good person regardless of belonging, race or color of skin. Kaninda turns away from the boat and resolute to go home, London. He has changed his idea of going back to Africa.

Characterization

- Kaninda-Resolute
- Theo-inquisitive

SECTION REVIEW QUESTIONS

This section has been designed to test your understanding of the whole play. Try to answer the questions without referring back to the play.

The following set of questions relates to Act one

1. The pre-scene is heard but not seen. What do you think is happening in it?
2. How many people have died in scene 1, and who are they, which one survives and who is responsible for the death?
3. When Kaninda is taken to London, he goes to live with the Rose family. To what organization does the Rose work for? How does Kaninda show his defiance?
4. How does Kaninda feel about his new home? What evidence is there that Kaninda thought of returning to Africa? Sergeant Matu appears to Kaninda in several flashbacks, who is he? And why do you think Kaninda recalls him vividly?
5. List members of the Federation and the Crew, Why are these groups hostile to each other?
6. What causes accident to Dolly, What is she able to report to police? How and why does Dolly's accident stir up strong feelings in the Federation gang?
7. What are the main differences between Kaninda's new school (Victoria comprehensive school) and the school he went to in Lasai? What terrible incident happens at the school in Lasai? Who caused

it? When Kaninda finds out about Faustin, the new boy who has also come to Victoria comprehensive school what happens? Why?

8. How Laura does reacts to the car accident she caused? How is her reaction different to that of Theo?

The following set of question relates to Act Two

1. Why does Kaninda agree to become a member of the Crew gang? What test does he have to pass in order to qualify? Who helps Kaninda during the test? Does he pass it?
2. What is Kaninda's plan in Act two Scene 6? What does Luara tell Kaninda about her plan?
3. What happens between Kaninda Faustin in act 2, Scene 8? What does Faustin tells Kaninda about the tribal war in Lasai between the Kibu and the Yusulu, How does his attitude to it differ from Kaninda?
4. What is Bazz Rosso planning? Why is Kaninda important to his plans? Kaninda agrees to go along with Baz's plan why?
5. How does the Ford Escort number plate come into Laura's possession? How Luara does reacts to the news that Dolly is coming out of her coma and has added the word 'van' to 'white'?

6. During the gang fight in the millennium Mall, Kaninda finds herself in charge of Crews tactics. Whose speaking does he imitate when he is giving orders?
7. In act two scene 17 Kaninda sets out to murder Fuastin. What does Faustin tell him that makes Kaninda change his mind?
8. At the very end of the play, Kaninda changes. He says about Laura: *'A good person. Not Crew, not Federation, not Kibu, not Yusulu, Not Black, not white, A person just a person'* what has Kaninda finally learned, who has been responsible for him learning it?
9. Study the cast list on page vi-1, then copy and complete the table below; the first one has been done for you.

SECTION THREE

NOVEL: THE TALE OF TAMARI

By Shimmer Chinodya

INTRODUCTION TO A NOVEL:

A novel is a long fictional story whose length is normally between one hundred and five hundred book pages. It has a wider scope than a short story and is not limited in the presentation of elements of literature. Any work of literature which is shorter than a novel but much longer

than a short story is known as a "Novella".
Therefore the Tale of Tamari is a novella.

COMMON ELEMENTS OF NOVEL

The common elements of a novel include; Setting, Character, Plot, Conflict, Themes and Point of view. All these elements have been explained in chapter one of this guide, as such we will not waste time looking at them again.

BRIEF SUMMARY OF THE NOVEL

The novel, *Tale of Tamari*, talks about a young girl of 14 years by the name of Tamari. She is an orphan and lives with her young brother Kuda and some three lodgers in the house that her late parents had left.

She faces a lot challenges in life to fend for food and other necessities. Uncle Banda, a brother to her late father does not take a good care of Tamari and her brother Kuda. Uncle Banda is only concerned with money that he gets from the deceased property than the children's welfare.

The coming of their aunt, Auntie Loveness brings some hope in the life of Kuda and Tamari as their lives change for the better.

List of Characters in the play

1. Tamari- The main character

2. Kuda- Brother to Tamari
3. Mrs Ditima-The form teacher for Tamari
4. Clever-Class monitor and friend to tamari
5. Uncle Banda-Brother to late the father of Tamari
6. Auntie Loveness- sister to the late mother of Tamari
7. Mrs Shava- the head teacher at Tamari school
8. Mkoma Mandla-A lodger in Tamari's house
9. Sisi Maposa A lodger in Tamari's house -
10. Mdala Zuze- A lodger in Tamari's house
11. Mr Ngwaru-officer at Child line Organization
12. Linda- Best friend of Tamari
13. Auntie Banda-wife to uncle Banda
14. Fatima-daughter to Uncle Banda

CHAPTER BY CHAPTER ANALYSIS

CHAPTER 1

Setting- School, Tamari's home

Summary- Tamari is late for classes and her form teacher, Miss Ditima allows her to enter into the class room. As she enters she left the door open and the teacher mocks her that she has left the door open as if she has a tale. The whole

class laughs at her, and a fat boy jabs at her back with a ruler. The class monitor Clever wants to write her name but Tamari looks at Clever with eyes that plead for mercy, such that Clever does not write her name. Tamari is in standard 7A.

During break time she goes to meet her friend Linda who is standard in standard 7B. They went to a tuck shop and buy some buns and freezes. Tamari remembers that when her mum dies, Linda and her mother support her; they give her company and sleep with her at night.

Tamari knocks off from school at 3 O'clock PM and immediately rushes home to do domestic chores. Tamari's home has four rooms. She and her brother, Kuda who is 13 years old live in the living room. The living room has the following items; two sofas, a box size radio, paraffin stove, pots and dishes, two or three blankets, damp blankets and the room smell paraffin.

The other rooms of the house are occupied by three lodgers as follows;

- ❖ Mkoma Mandla, lives in the small kitchen. He has only started working. He usually passes through the living room when going to his room.
- ❖ Sis Maposa, she is a woman who travels to neighboring countries selling clothes. She is away most of the times.

- ❖ Mdala Zuze, he occupies the spare bedroom. He is always drunk. He comes home in the morning shouting and cursing.

Most of the furniture of the house was taken by Uncle Banda a brother to the late Tamari's father. Uncle Banda works at the mine; he is married and has a daughter by the name of Fatima. Uncle Banda wants Tamari and Kuda to be staying with him at the mine such that the house has to be let out to the lodgers.

Tamari is a very busy girl because after doing all the domestic chores, she runs a grocery that contains; eggs, cigarettes, fruits and vegetables. Tamari is at her stall and her friend Linda comes to buy some tomatoes. Tamari requests her friend to look after the stall as she goes to prepare supper. Kuda comes in and complains of eating the same type of food daily i.e. sadza with spinach. Kuda takes over the cooking while Tamari returns to the stall.

Just before they eat, Mkoma Mandla brings some meat which they eat together. Just when they had finished eating Old Zuze comes in late while the meat had been finished. Old Zuze prepares his own food.

During the night Tamari dreams about her mother. In the dreams the mother looks healthier and happier than when she died. The mother is holding flowers with bright colors. Tamari wants to paint the flowers but as she starts to paint, she

is awakened by banging on the widow by Mdala Zuze who has just returned from the beer.

Characterization

- Miss Ditima-Dutiful and Strict
- Clever-Sympathetic and understanding(he does not write Tamari's name)
- Linda- Supportive (supports Tamari during the death of her mother)
- Tamari-Hardworking, Industrious, thoughtful, philosophical,
- Kuda-Worrisome (complains of eating the same meal)
- Mkoma Mandla- generous (shares meet)

THEMES

1. **Orphanage and education**-Tamari's education is affected by the death of her parents. In addition Tamari comes to school late and hurries home because she does everything on her own.
2. **Greed and inconsideration**- Uncle Banda wants let out to the whole hose to the lodgers without considering the welfare of the children.
3. **Orphanage and poverty**-the death of Tamari's house greatly impoverish the family.

CHAPTER 2

Setting- Tamari's home

Summary- Uncle Banda has come to Tamari's home from the mine to collect rentals from the lodgers. He is a thin and small man. He finds Kuda at home and ask about Tamari who is at the stall. Kuda prepares a cup of brown tea and gives it to his uncle and goes outside to call Tamari.

When Tamari comes Uncle Banda enquires if the all the lodgers have paid money for rent. Tamari gives him the money which is not enough because Sisi Maposa has not paid because she is out of the country and Mdala Zuze has not paid in full.

After Tamari has given the money to her Uncle, she asks him some money for examination fees to which Uncle Banda replies that he will give her the money in the next month end. Uncle Banda only gives the children few notes for food. He leaves the place in hurry because he is afraid of missing the bus to the mine.

Characterization

- **Uncle Banda-Abusive and inconsiderate-** He collect rental and uses the money for his benefits without considering th waelfare of the children

- **Kuda and Tamari-Polite and Tamari-**
Gives that all the money to their uncle and respond to him with respect.

THEMES

Abuse of deceased property- Uncle Banda collects rental from the house that was left by Tamaris' parents, and uses the money for his benefits without considering the welfare of the children

CHAPTER 3

Setting-Tamari's school and home

Summary-Tamari is playing Marimba at school and she is very happy. As the school band is busy practicing, Mrs Shava, the headmistress, comes and whispers something into Mr Pasi's, the choir master, ears. Both Mrs Shava and Mr Pasi look serious. Then Mrs Shava invites Tamari to her office.

At the office, Mrs Shava informs Tamari that Kuda collapsed and fainted in the sport field while he was playing soccer. He faints because of hunger. Mrs Shava asks Tamari about their life at home. Tamari narrates their life situation to which Mrs Shava listened patiently and sympathetically.

Uncle Banda comes to collect the balance of the rentals. Kuda comes late and Uncle Banda scolds him for coming late, neglecting his sister

yet he is supposed to be the man of the house. Lastly Uncle Banda scolds Kuda for collapsing at school. Uncle Banda says that Kuda and Tamari are giving him troubles yet he is struggling to take of them. Uncle Banda talks a lot, he complains of having to travel to town once or twice every month to collect rentals that the lodgers are not paying in time.

While Uncle is busy talking, Mandla Zuze enters the house. Uncle Banda says that he does trust Koma Mandla who pays water bill and buys meat for Tamari. Tamari does not answer. Sisi Mapasa arrives and apologizes to Uncle Banda for paying the rentals late. She gives the money to him. Uncle Banda receives the money grudgingly and threatens to evict her if she continues to delay in paying the rentals.

Characterization

- **Uncle Banda-Hypocritical and Materialistic** –He pretends to be strict and that he is struggling for the children when in fact he is not trying hard but simply is concerned with the money.
- **Mrs Shava Sympathetic and Dutiful-** Supports Kuda when he faints and sympathizes with Tamari upon hearing their life story.

THEMES

Nutritional and education- Kuda fails participate actively at school because he did not eat at home.

CHAPTER 4

Setting- Tamaris School

Summary-The day is Wednesday and the whole school is abuzz with excitement because it is the appointment day for the film Crew. The afternoon classes have been cancelled. The head teacher conducts second assembly at lunch time and introduces the Crew members to the students. The crew is composed of three men and two women who are young and are wearing T-shirt with various messages.

The three crew leaders give a speech each in which they talk on how youth have to behave. This is followed by performances by some chosen students. After the performance the crew calls together all the children whose parent, brothers and sisters had died with AIDS. Tamari and Kuda are in this group. The students in the special group are given; beans, dried fish, sugar, cooking oil, flour and mealie meal.

A film of the crew's activity is beamed on the TV and Kuda and Tamari watches it on Mandla's TV in the kitchen. That night Tamari dreams of her doing a lot of things. For example; she is acting in a big movie, she is famous and

she is living a comfortable life, she is about to get married to a football hero but when the footballer is about to put a ring on her finger, the ring drops and everybody laughs.

On one Sunday morning Tamari and Kuda go to the church. The church supports them a lot. When their parents died the church does everything; cooking, washing, praying at the cemetery, a deacon brings scrap meat and bones, the priest places his hands on them and prays for them. Another man who works at the bakery brings them bans. At the church Kuda belongs to the Boys Brigade while Tamari attends Girls Fellowship group meeting.

Characterization

- **Film crew members: Supportive and Jovial** –Gives food to the orphans, joked when delivering their message.
- **Church members: supportive and sympathetic;** provide various materials to the children.

THEMES

- **Social group's intervention on AIDS-** the crew members interact with special groups of children affected with AIDS and supports them with food.
- **The church's role on orphanage;** the church members support the children both spiritually and physically.

CHAPTER 5

Setting- Tamari's school, the streets

Summary- Tamari is at school and she is experiencing her first menstruation. The boys at the school who are led Fatso, the bully, are mocking her chanting '**Tamari pregnant.**' Tamari is assisted by several people as follows

- a) Linda gives her piece of cloth to cover her. She also helps her to sneak and run to her home.
- b) Clever run backward to block Tamaris pursuers
- c) Sisi Maposa gives her piece of advice on how to handle menstruation and chases away the bullies

The next day is bit difficult for Tamari because people look at her with eyes that show that they know what happed to her. The headmistress punishes all who had teased Tamari. Linda tells Tamari not to worry because the bullies will soon forget about that and they had teased her out of jealousy were they were not in the film.

Characterization

- **Clever, Sisi Maposa and Linda; Supportive and Helpful** –Give support to Tamari.
- **Tamari, Worrisome;**

- **Mrs Shava; Dutiful-** punishes those who bulled Tamari.

THEMES

Tradition and Sexuality- Tamari's first menstruation causes alarm to herself and those who teased her because such things are not often told to young one according to tradition.

CHAPTER 6

Setting-The Street and Tamari's house

Summary-It is a rainy day and Tamari knocks off from school and runs home in the rains. She arrives home and changes her changes in warm clothes. Mkoma Mandla arrives amidst of the rains and tries to have sex with Tamari. He calls her sweet heart and invites her to his room to make him warm. He puts both his hand around her waist and tries to kiss her. Luckily Tamari flees and locks up herself in the toilet.

Mkoma Mandla tells Tamari almost sobbing that he love her, he can marry her and live with her. He also says that he will buy all the things she wants and will make her happy. Kuda comes and Tamari tells him what has happened and asks him to go to call Mai Linda or the police. However Mkoma Mandla pleads with him not report him. Kuda expresses his disappointment in him. At last Mandla is ashamed and leaves.

Characterization

- **Mkoma Mandla: Abusive and Tactful;**–
Uses beautiful words as he wanted to have sex with Tamari.
- **Tamari: Strong minded and Determined;**–
She does not give in to Mkoma's force of attempting to have sex with her.
- **Kuda: Courageous and Mature**–Expresses his disappointment of Mandla in strong terms without fear or favor.

THEMES

Sexual Abuse and Harassment- Mkoma wants to take the advantage of Tamari's tender age and poverty to abuse her sexually.

CHAPTER 7

Setting- Tamari's home

Summary-Uncle Banda plans to sell Tamari house and has come with a buyer to see the house. The buyer is Uncle Matope. Uncle Matope inspects the house and expresses his desire to have his second wife to move and stay in the house as soon as possible. Uncle Banda plans that Tamari and Kuda will be staying with him at the mine once Matope buys the house.

Uncle Banda tells Uncle Matope to pay one third and move in and continue paying the rest of the money in monthly installments. Uncle Matope asks about the papers of the house to which

Uncle Banda replies that he has talked to the council and that he will do everything himself. They agree to meet at the bank next Thursday for the payments.

When Uncle Banda has left, Tamari tries to study in preparation for examination due in two weeks but she cannot concentrate. Then Linda comes and they go to play pada and hopscotch.

Tamari sits her for exams which are not very hard; Maths is not difficult and Social Studies is ok. In the language paper she first chooses to write an essay entitled '*my home*' but she cancels it thinking that no one will be interested to read about the life of Kuda and her. Then she chooses to write what she intends to do when she grows up.

Characterization

- **Uncle Banda, Greedy and Selfish;**–He wants to sell the house for his own benefits.
- **Tamari**
 1. **Volatile**- changes from the tensed mood due the news that the house will be sold and lights up when she chats with Linda.
 2. **Visionary**- Refrains from writing about her home after thinking that no one will be interested with it.

- **Uncle Matope, Insensitive**—He is ready to buy the house without considering what will become of the orphans and lodgers.

THEMES

- **Greed**—Uncle Banda makes up his mind to sell the house without consulting the children
- **Polygamy**—The sole purpose of buying the house is to accommodate his second wife.

CHAPTER 8

Setting—Child line offices

Summary—Kuda and Tamari are at the Child line office. Mrs Shava is the one who has arranged that Kuda and Tamari should meet Mr Ngwaru who works at the Child line. Child line is an organization that helps children who are in troubles like Kuda.

Mr Ngwaru asks the children if they have any relative who stays abroad. The children reply that they have an aunt, Auntie Loveness, who lives abroad. Auntie Loveness is not married and does not have children of her own. After asking the children many questions, Mr Ngwaru promises to get a lawyer to write a letter to Aunt Loveness.

Mr Ngwaru tells the children not to tell anyone about their meeting with him. Then Tamari's

thinks of the bad things that people have been saying about Mrs Shava which include;

- i. She left her husband to live alone when he ran off with another woman
- ii. That she has only son whom he is sending to university outside the country
- iii. Every Friday she drives to hotels to have drinks and laugh with men and other women.

Characterization

- **Mr Ngwaru: Professional and helpful**—Interacts with the children in a way that brings a solution which benefits them.
- **Tamari and Kuda: Cooperative**—Respond to Mr Ngwaru's questions and agree to keep everything secretive.
- **Mrs Shava: Helpful and Tacful**—Arranges a meeting the children and Mr Ngwaru in secretive

THEMES

The role of civil society organization on orphanage—The Child line intervenes into Kuda and Tamari's life problems to help them so that Uncle Banda does not ill-treat them.

CHAPTER 9

Setting – The boarder, Tamaris' home, School and child line office.

Summary- Aunt Loveness has received the letter from the child line and she is coming to help Tamari and Kuda. However she encounters a lot of challenges as she tries to cross the border. For instance;

- her passport has expired,
- her emergency travel documents have problems,
- the border officials are not patient with her,
- The buses are few and far apart.

She arrives at 10 o'clock in the morning and she is welcomed by Tamari. Aunt Loveness has a tight schedule and she does a lot of activities that changes the lives of Kuda and Tamari for the better. Some of the things that she does are;

- ❖ She brings clothes, food and letters from relations and Christmas gifts for the children
- ❖ She cleans the house thoroughly and arranges furniture in a special way
- ❖ She makes sure that the children have enough food
- ❖ She chats up the lodgers and neighbors

- ❖ Finds a place for Tamari at a secondary and buys uniform, blazers, books, stationery and other school necessities for Tamari

The wind of the news of the arrival of aunt Loveness, get to Uncle Banda and he is not happy with her due to the following reasons

- She refused to play customary love games when they were young
- She has come unexpectedly and takes charge of everything.
- She trots off to the child line office
- He is not sure how she would react when she hears his plan of selling the house.

Characterization

➤ Aunt Loveness,

1. **Determined and go getter-** She continues with her journey despite hardships so that she can see the children and help them
 2. **Game changer-** Her coming has changed the lives of the children for the better
- **Kuda: Patient;**-He is not envious of the goodies happening as he knows that his time will come.

THEMES –

- **Positive intervention on Orphanage-**Aunt Loveness intervention into children's Lives has changed everything for the

CHAPTER 10

Setting-Tamari's home

Summary- Aunt Banda, a wife to Uncle Banda has come to the house of Tamari probably to welcome Aunt Loveness. She complains a lot about the bad behavior of her husband Uncle Banda because;

- ❖ Uncle Banda has not been at home for a week now,
- ❖ whenever he comes to collect the money for rent he return home after several nights
- ❖ she has heard that Uncle Banda is living with another woman

Aunt Banda then reveals that it is the deceased house that has caused the impromptu behavior change in her husband Uncle Banda. She also discloses that Uncle Banda is planning to sell the house.

Then the ladies began to argue over marriage. Aunt Banda advises Aunt Loveness to remain single, saying that marriage is nothing but a cane of troubles for many people. But Aunt Loveness argues that not all married people are in troubles other are married and live a happy marriage life. Then Aunt Banda asks Aunt Loveness why she is still single, Aunt Lovenss reveals that she is still single because she has not found the right man.

Aunt Banda turns to Tamari and advises her to take her time when wants she want to marry. When Tamari hears the advice, she thinks if it is true that all men and boys are nasty. She thinks of the bad things that men and boys have done to her. Firstly, she thinks of Mkoma Mandla who wanted to rape her and later said that he is sorry. Secondly she thinks of the boys who teased her at school when she had her first menstruation. Then she thinks of the drunkards to said crude about her and grabbed her on stall.

Apart from the bad things she has received from men, she also thinks of the good things that men and boys have done to her. She thinks of Mkoma's smile and lending them money when they are in trouble. She also thinks of Clever the monitor who has always been helping her and smiles towards her.

Characterization

- **Aunt Loveness: Sympathetic;**—He comforts aunt Banda when she complains about her marriage.
- **Aunt Bnada:**
 1. **Sincere and honest;**— She explains her problems and confesses that her husband is planning to sell the house
 2. **Thoughtful-** She is able to learn from her situations and advises Tamari accordingly.

- **Tamari, Thoughtful /philosophical-** She thinks if it is true that all men and boys are nasty.

THEMES

- **Money and infidelity** –Aunt Banda believes that Uncle Bnada's unfaithfulness is due to money she earned from the house.
- **Marriage-** the chapter has revealed that many people go into marriage as a solution to their problems. Aunt Bnada learns too late of the need to take time before going into marriage.

CHAPTER 11

Setting – Tamari's school

Summary-It is time for sports at Tamari's school and Tamari is taking part in cross country and she is struggling; she feels she about to faint, she wants something to lean on and she needs fresh air.

Clever joins Tamari and tells her to walk as he would do not write down her name. He even assures Tamari that he will explain to the sports matter. Tamari leans on Clever's shoulder and Clever put his hand on her waist and they walk along the side of the path. Some boys see and they mock tamari shouting that 'Tamari pregnant.' Tamari gains strengthened and finishes the cross country.

After Tamari has finished the cross country, she sit down with Clever on a terrace. Clever promises Tamari that he is going to be a good friend. Linda urges Tamari not to get involved in any bad thing with boys. Tamari promises Linda to be good.

Characterization

- **Linda: Advisory, Cautious;**–She advises Tamari not to get involved in bad friendship.
- **Clever**
 1. **Sympathetic-** Tells Tamari to walk and will not write down her name upon seeing that she is struggling with cross country.
 2. **Friendly/Amicable-**He befriends Tamari politely and promises to be good.
- **Tamari: Determined-**Despite dog-tired she finishes her course when some boys teased her.

THEMES

- **Extra curricula Activities** –Most students have negative attitude towards sports, club and society as evidenced from what Clever and Tamari's say on about.
- **Friendship and love affair** –In most African schools, there are rumors and gossip about marital affairs among boys and girls due to failure to differentiate friendship from love affairs.

CHAPTER 12

Setting- Tamari's home, police station, courtroom, prison.

Summary-The Tamari's home has been attacked by thugs. The attack happens just before midnight. The attack happens as follows, firstly there is a big bang at the door hopefully to awake the dwellers of the house. Secondly the thugs smash the window using a brick which lands near Kuda' head. After that the thugs insert a horse pipe through the crushed window and spreads water everywhere in the house. A burning match is thrown through the window. Then a warning voice is heard outside saying '*next it will be paraffin*'

Aunt Loneness asks who the thugs are, and a voice is simply heard saying that they know what to do probably to leave the house. Due to the commotion, everybody wakes up and they all assemble at the sitting room. They inform the police who arrived three hours later.

The police arrive late because most staff had gone to man road blocks in anticipation of mass action to protest against rising food and fuel costa. The police also had only one car. The police ask of who is the suspect to whom Mdale Zuze replies that they think Uncle Banda is the one who has hired the thugs.

Uncle Banda has been arrested and he is now at the police station. At the police station, Uncle Banda has a lot that is going on in his mind.

- ❖ He thinks of hoe the police had traced the incident to him.
- ❖ Why he hired thugs and paid them before the dust settled
- ❖ Regrets why he had been busy with his brother's house instead of keeping his job at the mine
- ❖ The loss of his job when his bosses hears about this
- ❖ What is his wife say upon hearing this news
- ❖ What if they lock him up

After the police interrogations, Uncle Banda is taken to the magistrate court. At the court, Uncle Banda is charged of three different accounts namely; illegal sale of property, abusing the rights of minors and lastly threatening and harassing people. Aunt Loveness tries to plead to with the magistrate to let Uncle Banda free, if he promises to be good to the children and return the money he has taken from Matope. However the magistrate replies that if Uncle Banda returns the money, his sentence will only be reduced. Uncle Banda is imprisoned.

After some few months, Tamari, Aunt Lovenss and Aunt Banda visit Uncle Banda at the prison. Uncle Banda looks haggard, his eyes have a

distant look, his cheeks are hallowed and his hands are bony. They talk to him through a glass pan using a microphone. Uncle Banda appears to be suffering but he talks a lot; he asks of Tamari's school work, Kuda and Fatima his daughter, asks about the lodgers and asks how long Aunt Lovenss would be staying.

Characterization

- **Aunt Loveness, Tamari; Forgetful**—They go to see Uncle Banda at the prisons despite all the bad things he has done them.

THEMES

- **Ruthlessness** —When the thugs attack Tamari's home they do it cruelly.
- **Blood is thicker than water**- Tamari and Aunt Loveness go to see Uncle Banda at the prisons despite all the bad things he has done them due to family ties.

CHAPTER 13

Setting- Prison, Tamaris home, streets, Uncle Bandas home.

Summary-Tamari and Aunt loveness visit Uncle Banda again in prison. The prison is the city which tells us that Uncle has been transferred from the previous prison to the city. Aunt Banda has not accompanied them due the lack of money for transport. Uncle Banda looks

very pitiful and Tamari feels sorry for him. They bring him food which he finishes hungry, chewing and eating everything even crumbs and bones.

Uncle Banda begs Aunt Loveness to send Tamari to his house to tell his wife to sell the sofa and the bed. The money from the sale will be used to pay back the money Uncle Banda took from Mr Matope so the he can be released earlier. Aunt Loveness is saddened by this instruction but accepts to do it only because of it supposed outcome.

Tamari goes to the mine to deliver the message from Uncle Banda to his wife. She departs her home at four in the morning and arrives at the mine at about ten in the morning. She tells Aunt Banda that she has to sell the bed and the sofa. Aunt Banda is saddened with the news but later accepts because of it supposed outcome.

Characterization

- **Aunt Loveness: Understanding** – Understand Uncle Banda's plan and assists him but allowing Tamari to go the mine
- **Tamari: Obedient**- Accepts to be sent to the to convey uncle Banda message without complaining
- **Uncle Banda:**

1. **Repentant and Honest**-He speaks the truth about his deal with Uncle Matope having experienced prison hardships

2. **Thought**- comes with a plan to sell his property so as to gain his freedom,

➤ **THEMES –**

➤ **Poverty** –Aunt Banda fails to accompany Aunt Loveness and Tamari as they go to see Uncle Banda at the prison because she doesn't have money for transport.

➤ **Blood is thicker than water**- Tamari and Aunt Loveness go to see Uncle Banda at the prisons despite all the bad things he has done to them due to family ties.

CHAPTER 14

Setting, Tamari's house, Immigration office

Summary-Aunt Loveness's days of staying in the country have been numbered. She is only remaining with only 14 days. But she still has a lot of things to do for example; she has to sort out the problem of the house, make sure that Tamari and Kuda are properly and adequately taken care of and that she is assured that Uncle Banda will not trouble the children.

She goes to the immigration office to seek guidance to her problem. At the immigration office; she is given three options which are;

❖ She must apply for a birth certificate and local pass port.

❖ She must bring her papers and a relative from this side of the border to vouch for her identity

❖ She must bring her nephew to the chief immigration officer and argue her case.

Aunt Loveness chooses that last option i.e. to go with her nephew. They depart at four in the evening and arrive at the border at ten in the night but they are served at 11 o'clock in the morning of the following day. They return home but Tamari is sick. She has caught fever as noted from her dry throat and weak cough. In her sickness, Tamari is assisted by various people in respective ways for instance

➤ Aunt Loveness takes her to a clinic where she receives medication and she prepares beef soup for her

➤ Linda and her parents bring her fruits

➤ The lodgers keep her company

➤ Mdala Zuze gives her traditional medication

➤ The church members pray and sing for her.

Tamari sleeps and in her dreams she sees many people who tell her different things from which she is assured of a bright future. The people she sees in her dreams include;

- 1) **Uncle Banda** – he appears in his prison life. Then Tamari sees that thugs attacking on her house. Then Uncle Banda says he is sorry. This means that he accepts that he is the one who had hired the thugs and asks for Tamaris forgiveness.
- 2) **Her Father**- He appears in his good clothes. He is back from the bakery and has brought some milks bread and meat. He tells Tamari that Uncle Banda will never trouble her and that he is going to be a good person.
- 3) **Her mother**- She appears wearing her best clothes. She is cooking a big fat that fish. He assures her that Aunt Loveness will help her through.
- 4) **Linda and clever**- they are holding hands and smiling. They assure her they will be with her always.
- 5) **Child-line Officer**- Mr Ngwaru promises her scholarship if she keeps working hard
- 6) **Form teacher**-tells her of her dream in which she was one of the best artist and marimba players in the players
- 7) **Her mother**- Tell her to look after Kuda, the house and herself.

Characterization

- **Aunt Loveness, Determined** – She endures a lot of hardships to have her stay extended

so as to complete her mission of taking care of Tamari and Kuda.

- **Tamari, Hopeful dreamer**- in the dreams she hopes for a bright future.
- **Lodgers, Supportive**;- Come to keep Tamari company when she is sick.
- **Mdala Zuze, Resourceful**;-Give Tamari traditional medicine so as to get better.
- **Immigration office, Unprofessional**-They assist Aunt Loveness disinterestedly and give her awkward options.

THEMES –

Poor civil service delivery-Tamari and Aunt Loveness experience hectic conditions at immigration office due to the poor service delivery by the immigration officers.

Social support –A lot of people assisted Tamari in various ways when she becomes sick.

CHAPTER 15

Setting-Tamari's home

Summary-Tamari wakes up from the sleep weak and tired. She is not sure of what led to her sickness as a lot of things happened. From the dreams Tamari realizes that she is surrounded by possibilities. She knew that she will take care of Kuda just as many people have taken care of her.

Characterization

- **Tamari; Hopeful**—Despite all the problems, Tamari sees possibilities of a good future surrounding her.

THEMES –

- **Hope** –Tamari’s visualizes a good future despite her present situation.

SECTION REVIEW QUESTIONS

This section has been designed to test your understanding of the whole novel. Try to answer the questions without referring back to the novel.

Chapter	Questions
Chapter 1	1. Why do Mkoma Mandla and other lodgers pass through the living room to get to their rooms? 2, Was Linda good friend to Tamari, Why do you say so? 3, Do you think Kuda and Tamari have a good relationship, why do you say so?
Chapter 2	1. Describe Uncle Banda’s attitude using close reference to the book?
Chapter 3	1, Why is Tamari very happy at the beginning of the chapter? 2, why was Kuda feeling weak 3, Why did Mrs Shava find it difficult to be a headmistress? 4, What made Uncle Banda to

	mistrust Mandla?
Chapter 4	1, What do the slogans on the T-shirt mean? 2, Did Tamari enjoy being interviewed by the film crew? Why do you say? 3, what activities were the boys Brigade involved in? 4, What activities were the Girls fellowships? 5,why did Tamari not enjoy testifying
Chapter 5	1,The boys who teased Tamari about her menstruation are obviously ignorant about biology and human development, how do we know 2, What Kind of a person is Clever and why do you say so? 3, How do you know that Mrs Shava is dutiful?
Chapter’ 6	1,What sound and sights does the author describe in Tamari’s walk to her home 2, Mkoma told Tamari that he loves her; do you think he did really love her? Why do you say so 3, Do you think Kuda’s reaction in this chapter is right? Why do say so?
Chapter 7	1,Wht is Uncle Banda doing 2,What does Uncle Matope likes

	about this house 3,What does Uncle Matope complains about the house 4, Why can't Tamari go to the stall 5, What does Tamari wants to become in future
Chapter 8	1, Causes wonder in Tamari and Kuda in this chapter 2, What does child-line does? 3,In what ways is Child-line going to help Kuda and Tamari
Chapter 9	1,Where were lodgers when aunt loveness come? 2,How does Mai Linda welcomes aunt Lovenss 3,Do you like auant Loveness ? Why and why not?
Chapter 10	1,Why is Aunt Banda upset 2,Why does Aunt Banda not have faith in marriage any more 3, why do you think Tamari thinks that aunt Loveness, aunt Banda and herself are in the same boots 5,Describe why Tamari thinks that many boys are nasty 6,How do you think that Tamari would like boys and men to behave
Chapter 11	1,In chapter 10 above Tamari wonders if Clever was different from other nasty boys and men, do

	you think he is why? 2, In your own words explain how Tamari and Clever chatted 3, Do you think that Linda is right by telling Tamari not to get closer to Clever? Explain 4,
Chapter 12	1, What happens in the middle of the night 2,where were most of the police at the time Where does the above tell you about the problem in the country where this story is set 5 what evidence did the men leave that linked them to Uncle Banda?
Chapter 13	1,Describe three character that Tamari sees early in the morning when he goes to catch a tax early in the morning 2,Why is Tamari going to Aunt Banda's house
Chapter 14	1,Why did Tamari go with aunt Loveness to queue at the immigration office 2,List the people who assist Tamari when she is sick and explain their assistance 3What do you think of what Tamari sees when she is sick? Do you think

	what people at immigration
Chapter 15	1, What do you think is the actual cause of Tamari's Sickness? Why do say so? 2, Is Tamari's How do you Know 3, what does Tamari believe the bird is saying to her 4 what is your of this story

MSCE Syllabus does examine candidates on short stories and poems from different sources. Such being the case a student is required to master the skills on how to analyze a short story or a poem and not studying all the poems and stories in a book. And for this reason this guide will only look at few poems in **'The familiar stranger'**

INTRODUCTION TO POETRY

A poem is a written expression of emotions or ideas arrangement of verse/words most often rhythmically

A poem can also be defined as imaginative piece of writing that has rhythmic or musical lines. A collection of poems is known as poetry.

A person who writes poems is called a poet.

Forms poetry

- ❖ **Acrostic poetry-** Acrostic poetry is where the first letter of each line spells a word usually using the same words as the title.
- ❖ **Epic-** This is a long narrative poem celebrating the adventures and achievements of hero. Epics deal with traditions myths or history of a nation
- ❖ **Fable-** A fable is a poetic story composed in verse or prose with a moral summed up at the end usually using animals as characters to teach valuable lessons

SECTION FOUR;

POETRY; THE FAMILIAR STRANGER

By Hudson Chamasowa

Note: The familiar stranger, English Literature Anthology for Junior secondary school in Malawi also contains short stories and plays but I have restricted this guide to poems only for one simple reason: the current JCE has a special book that contains short stories and

- ❖ **Free Verse**-An irregular form of poetry in which the content is free of traditional rules of versification
- ❖ **Monody**-A poem in which one person laments another's death
- ❖ **Ode**- A poem praising and glorifying a person, place or a thing.

ELEMENTS OF POETRY

Before a reader starts analyzing any piece of poetry, he or she must understand literary terms associated with poetry. Most of literary terms have been explained in section one some of them are;

A line in a poem is a collection of words running horizontally in a single line. In Some poems, the whole line can be filled by just a single word. In that context, that single word becomes a line.

Stanza-A stanza is a group of lines. Stanza is to poetry as paragraph is to prose (composition). Although it is common for a poem to be one stanza-long, most Poems are divided into sections (parts). Each of these sections in a poem is called a stanza.

Persona- A person or objects speaking in a poem.

Symbol- An object, an action, or an idea that stands for something other than itself. For Example a dove is a symbol of peace.

Hyperbole: -This is a deliberate exaggeration intended at intensifying an emotional force. eg - My father has all the money, -His hands are full of blood.

Allusion-This is a direct reference to a name or event in history or in literature in order to enrich the meaning of the poem or passage being read.
eg -We do not need any Judas in this class (traitor)
-James is the John Chilembwe of our school (freedom fighter)

Simile:-It is a brief and direct comparison of two things or ideas using 'like' or 'as'. eg : -John is as strong as a lion; Her beauty is like that of a star.

Metaphor:-This is a group of words that explicitly compare two terms that are not similar in order to give a specific meaning without using 'like' or 'as'. eg - He is the lion of the village; She is the star of the school

Imagery-It is the use of symbols or similes or metaphor to help create pictures in the reader's

mind. Imagery appeals to the reader's senses of sight, smell, touch, Taste and hearing.

Rhyme(s)- Words that have the same sound(mostly)at the end of each line. The last word In the first line may rhyme with the last word in the second line. Sometimes the Last word in the first line may rhyme with the last word in the third line.

Alliteration- This is the repetition of comsonant sound at the beginning of words.

Theme:

This is the main message or lesson (idea) contained in the whole piece of writing. It is the whole purpose of the literary work as intended by the writer.

KEY TO THE STUDY OF POETRY

When you are studying any poem consider the following

- ❖ Gasp the message in poem by reading the poem more than once. Understand the meaning of the poem ie both denotative and connotative meanings
- ❖ Analyze literary term which may include the persona, plot, themes, setting, characters and the addressee.
- ❖ Analyze the literary devices ie appreciate the use of language in the poem.

ANALYSIS OF SOME FEW POEMS FROM THE FAMILIAR STRANGER

1,TELL NO ONE

By Temwani Mgunda

a, Massage -The poem has only two stanzas and it is talking about a young girl who is often defiled by her uncle. The girl child becomes the wife in the home and the promised future gets shattered. The title itself speaks out loud and clear 'Tell no one' what I do to you! And because the girl is voice less she decides to endure.

The first stanza clear shows that the girl is fed up and tired of being defiled by the uncle. The little girl now gathered courage to reveal the abuse she has suffered at the hands of this uncle so that this defilement should stop, she tells the wife to his uncle of tribulations ie problems she is facing.

b, Analyzing Literary Terms

1, plot

- **Causes-** Cruelty, heartlessness, the uncle demonstrates that he does not care for the future of the girl.
- **Effects-**
 1. The girl becomes affected physically (Frail and fragile) and psychologically

2. The girl endures pain all the time she is defiled.
3. Enmity between the Aunt and the Uncle, since this has been revealed

2, Character

- ❖ **The Uncle-** cruel, heartless, senseless, abusive, careless
- ❖ **The little girl- Enduring** , persevering(for not revealing in the first place), Emotional- shown by the statement brutal beats and heartless swine)
- ❖ **The Aunt,** Insensitive- for not being inquisitive about the little girl's moods.

3, Themes – Cruelty, heartlessness, infidelity, adultery, defilement, perseverance, endurance, insensitive

4 Setting- not clear it can happen any where

5 Persona The little girl telling her Aunt

6, Addressee- the Aunt being told the news.

C, Analyzing Literary devices

Metaphors

- Heartless swine
- Brutal beast

Hyperbole

- Throws himself on me
- Fragile

Imagery-

- Rutted road to Golgotha
- Have carried the cross.

2,ZOMBA BOTANICAL GARDENS

By Temwani Mgunda

a, message- A botanic garden is a garden which is usually open to the public where wide range of plants are grown for scientific study and educational purposes. The persona in the poem is admiring the beauty of this garden grown with different plants and flowers. The garden is located at the foot of or below Zomba plateau and this makes it a beauty to watch with the plateau in the background.

The persona compares the green vegetation to 'green carpet' with flowers here and there. There are also some rocks that jutting out of the green carpets and compares these to battalion of soldiers 'standing guard'

The persona exaggerates the beauty of the garden by saying that Adam and Eve must have walked and played here before falling from grace to grass. This only shows that Zomba Botanic garden is beautiful.

b, Analysis of literary terms

Plot- Not clear

Setting- Bottom of Zomba Mountain, Zomba city

Theme- Beauty

Persona –Can be any person who visits the garden

Addressee- not clear

c, Analysis of Literary devices

Metaphors

- **Beaming delighted**-the beauty of the garden is compared to beaming light hence a metaphor
- **Full of life**-green vegetation is compared to life
- Manicured green carpets
- Battalion of rocks standing guard
- The cemetery silence

Simile- the serpent like Mulunguzi snaking through

Alliteration-grace to grass

Personification

- Beaming delighted-when someone happily smile can be described as beaming, hence the human quality
- Full of life-
- Birds ceaselessly chanting lullabies

3,SONG OF A WOMAN

By Temwani Mgunda

a, Message- The poem exposes gender based violence against women whose right are violated by the males in society. Her freedom of

expression is suppressed and she does not have a voice in the society. She is regarded as less important in decision making, property of the widow is grabbed by the relatives of the male and only men are regarded as breadwinners; daughters rights to education is suppressed as parents only send male children to school while the female children are at home hewing wood and fetching water, their liberty is suppressed by the society.

The poem exposes the injustices women go through in society with the hope of influencing a change in the societal mindset in the way people view women.

b, Analysis of literary terms

Persona-Woman

Addressee- Society and men to whom the woman is appealing

Themes- Oppression, exploitation, selfishness, cruelty

Characters

- **Persona**-She is assertive, realistic, ambitious and emotional
- **Society or men**-oppressive, unsympathetic, selfish, exploitative, cruel

Plot

- Causes –Traditional beliefs that men are superior to women (Male Chauvinism), Societal oppression against women.
- Effect- women are reduced to second class citizens in society.

c, Analysis of Literary devices

Metaphors

- Chains of oppression
- Entangling and choking me
- Sound a death knell
- Drink from the pots of wisdom

Imagery

- A song studded
- Dance the dance of liberty
- Entangling and choking me

Alliteration- Suppression of my expression

Hyperbole-Weary of stretching vocal chords

4,SUICIDE BOMBS OF CHIKANDA

By Temwani Mgunda

a, Message- The persona is attacking immoral behavior that is practiced by some people, who sleep with many people without protection. He is also showing the effects of such behavior. Suicide bombs are used by terrorist, they ties

bombs around their bodies and detonate it amidst the public with the aim of killing many people.

Chikanda is the famous slum in the township of Zomba. A brothel is a place where men go and pay to have sex with prostitute. It is not clear whether Chikanda in those days had brothels but what was obvious is that male students from Chanco would patronize the slum for ‘Kachasu’ and prostitutes

In the poem the persona talks about a man who had an immoral behavior of sleeping with prostitutes in Chikanda brothels. The first six lines of the poem expose the tenancy of the man and the pride he wore with prostitutes. The last five lines mark the turning point of this man’s immoral behavior not that he stopped out of will, but because he is sick and probably dies at the end.

b, Analysis of literary terms

Persona-Any individual who witnessed or saw the man’s immoral behavior

Addressee- Not clear

Themes-Promiscuity, immorality, carelessness, pride, cruelty

Characters

- The man- Careless, promiscuous, immoral, weak, proud,

- The prostitutes- Careless, promiscuous, immoral, weak, greedy, heartless

Plot

- **Causes** – greedy for money by the prostitutes, and brothel owners. Poverty by the prostitutes and careless behavior by men.
- **Effects**- illness and probably death

Setting- Brothels can exist anywhere in cities, rural areas and semi-urban areas

c, Analysis of Literary devices

Metaphors

- Suicide bombs

Imagery

- Ferocious sorted them out
- More bones than steak

Alliteration-Downtown, frail and fragile wave after wave

5,ECHOES OF AGONY

By Temwani Mgunda

a, Message- The poem is about the persona's brother who committed suicide. People commit suicide for various factors; marriage woes,

problems at work, prolonged illness etc. In the poem the persona is telling the deceased that life has its pains and obstacles on the journey from womb to tomb. As such one has to endure the problem and not to commit suicide.

The persona emphasizes that even if it appears that there is no end to the problems one faces in life, one should still hope that one day things will change for better. The poem expresses the pain the mourners felt having lost one of their loved one through suicide.

b, Analysis of literary terms

Plot

- **Cause**, the addresses commits suicide due to failure to endure life problems
- **Effects**- the loss of the relative and the whole community feels loss.

Setting- Anywhere in the world

Theme- Courage, endurance, perseverance, wisdom,

Persona –Brother to the deceased

Addressee- the deceased brother

Characters

- **Persona**-Loving, strong, courageous, sympathetic, wise experienced, enduring,
- **Addressee**- Weak, coward, shameful

c, Analysis of Literary devices

Metaphors

- Ought travel in full
- The journey from womb to tomb
- We perch
- Lengthy and thorny
- Rough and tough the road....

Imagery

- Echoes of agony
- The fiery weather
- Pass through seasons
- Gallantly march on

Alliteration-womb to tomb

6, TO MY JULIET

By Temwani Mgunda

a, Message- Juliet is a main character in the play 'Romeo and Juliet' by William Shakespeare. The play is about a man from another region who marries a lady from a region different from his. And in the poem the person is attacking tribalism and regionalism. There should be no regional barriers if one wants to find a life partner.

The persona is a man from the Northern region of Malawi and travels to the Southern region to look for a life partner. Long at last he has found one in the southern region. So the person

emphasizes that one should not be refused to marry due to tribal boundaries, it is love between the two and love knows no boundaries.

b, Analysis of literary terms

Plot

- **Cause,** Love, it causes the man to travel to cross boundaries in search of a wife
- **Effects-** He finds a wife away from home in the Shire valley.

Setting- Not clear, the Nyika hills point to rural setting but the Shire valley can encompass a wide range of geographical area.

Theme- Love, Courage

Persona –Man from the north

Addressee-A lady he finds in the south

c, Analysis of Literary devices

Metaphors-My Nanazi

Imagery

- Study walls of tribalism
- Have leftover the muscular territorial barricades

Hyperbole

- Have I stumbled
- Have trampled upon

Analogy- For I am Romeo and you are my Juliet.

7, THE SONG

By Temwani Mgunda

a, Message- The persona cries over the frequent deaths of people due to probably HIV and AIDS pandemic which is claiming many lives. The song is the mourning that the persona and other people have sung because death has been frequent ie 'season in season out.' The cry is not ignorant, the persons and other people are wise and have experiences having mourned for a long time.

The persona says that a solution is there but it is not followed. People will stop mourning if they themselves follow the preventive measures against contracting the virus, which they already know otherwise, the crying will continue season out.

b, Analysis of literary terms

Plot

- **Cause;** HIV/AIDS, peoples carelessness
- **Effects;** Frequent deaths, Frequent mourning by country men.

Setting- Anywhere in the world

Theme- Death, sympathy

Persona –country men (mourners)

Addressee- not clear

Characters

- Country men-Loving, Sympathetic, realistic, wise, careless, emotional,

c, Analysis of Literary devices

Metaphors

- Sing this song
- Marauding scourge
- Sharp tenacious jaws
- Stretching our vocal chords

Imagery

- A song pregnant with
- A song studded with words

Alliteration- Season in Season out, the song over and over again

8, SNAP

By Ron Muphuwa

a, Message- The poem is talking about the dangers of driving while drunk. The persona is talking to an individual who gets drunk and over speeds his car and later dies in a car crash, killing himself and a friend too. He has left his family with nothing. The title SNAP means to become unable to control a strong feeling or a bad habit that might lead to danger. The habit that is being questioned in the poem is drinking. This is revealed in the last line of the second paragraph.

b, Analysis of literary terms

Plot

- **Cause**, Drunkenness, careless driving, over speeding
- **Effects**-death of himself and a friend, poverty in the family and orphan hood.

Setting- Urban due to beer found at the pub i.e. Dry Savannah

Theme- Risky behavior, over speeding, death, destruction, poverty

Persona –concerned citizen

Addressee- the drunkard

Characters

- Persona-Sympathetic, wise, realistic, inquisitive
- Addressee- careless, suicidal, risky, destructive

c, Analysis of Literary devices

Metaphors

- Looking at death in the mouth
- Playing on the graves door
- Or knife of strength to cut through walls of burdened life

Imagery

- Playing on the graves door
- Not a reed of hope to hold to...

- Or knife of strength to cut through walls of burdened life

- **Personification** - Looking at death in the mouth

9,REBIRTH

By Ron Muphuwa

a, Message-Rebirth is a poem about the coming of the rainy season when people plant seeds and green vegetation covers the land. In the poem, the Persona celebrates the growth of plants and revival of once dry vegetation and plants due to wet weather. The coming of the rain has made plants and grass to sprout out adding beauty to the land.

Apart from the plants, trees and vegetation covering the land green and making it look beautiful, birds too rejoice in the coming in of the rainy season.

b, Analysis of literary terms

Plot

- **Cause**, The coming of the rainy season
- **Effects**-Growth of the plants, circulation of fresh air on the land and beauty of the land.

Setting-Rural area

Theme- industriousness, rebirth of birth, natural beauty

Persona –farmers

Addressee- not clear

Characters

- Persons/farmers-Hard working, industrious

c, Analysis of Literary devices

Metaphors

- Fruits of our labour

Personification

- The tressdressed
- See the beauty
- Our sweat clothed
- Land long dead...
- Rebirth of nature
- As rain give life

Rhyme – Mow – Show

11,MOWED

Ron Muphwa

a, Message-To mow is to cut plants such as grass or wheat which have long thin stems and grow close together. To mow down as phrasal verb, is to kill people usually in large numbers by shooting them or driving a vehicle into them.

In the poem, the persona expresses how HIV AIDS, has killed people in the land. People have been flocking to the grave to bury the dead and there is no hope of a cure, since in the absence of treatment for AIDS ‘ *no youth chooses to*

abstain.’ The persona emphasizes the people have witnessed the death of many people due to the AIDS pandemic and day in day out they bury the death.

b, Analysis of literary terms

Plot

- **Cause**, Carelessness, promiscuity
- **Effects**- Death of people especially the youth, Hopelessness.

Setting- rural area with the presence of a village crier announcing death

Theme- Hopelessness, Carelessness

Persona –Villagers/ citizens

Addressee- Not clear

Characters

- Persona-Realistic, Sympathetic, sensitive

c, Analysis of Literary devices

Metaphors

- Mowed (title)
- Society’s fabric

Simile

- Many fall like mowed grass
- Many fall like sky let falling stars.

12,THE SACRED VOWS

By Grace Shara

a, Message

Violence against women is the message in the poem. The persona complains of beating and harassments from her husband. The persona is beaten by her husband on daily basis. Funny enough, the persona does not report what she is going through in the home to get help from other people, because of the vows she exchanged with the man during their wedding 'till death part us'. To her exposing the man's brutality means going against this sacred vows yet she lets him break it by beating her up. She suffers in silence in respect of the sacred vows she made on the altar with her brutal husband. To her the vows are binding and cannot be broken.

b, Analysis of literary terms

Plot

- **Cause,** Sacred vows, brutality, violent behavior
- **Effects-** Internal suffering, perseverance

Setting- Not clear can be any where

Theme- Brutality, violence against women, insensitive

Character

Persona-Woman- Submissive, immune, persevering, loving, decisive, resolute

Addressee, Husband- Offensive, Brutal, violent, inconsiderate, insensitive

c, Analysis of Literary devices

Metaphors

- Locked up my lips
- Killing me each day

Imagery/ hyperbole

- Sacred vows
- Offensive fits, rain competitively
- Spitting his ruthlessness
- Vomiting his cruelty
- Killing me each day
- Chilling hate
-

13, MONEY MULTIPLIER

By Dyson Mthawanji

a, Message; This poem promotes entrepreneurship in society. The person is boastful, being an entrepreneur, from a small amount of money he makes huge profits. People are surprised with his success; they think it is magic, when in actual sense; it is the product of being innovative and hard working. The persona uses his or her brains to think of ways of making profits. The business he or she engages in not stated but the fact is that he turns round what everybody thinks is useless into money making machines. For instance he or she might be collecting dung from the community and use it

in his field as fertilizer and eventually, the same people who helped him with the dung might buy his produce.

In the third stanza the issue of job creation has been exposed. He employs jobless youths waiting for white collar jobs to work for him. Their livelihoods depend on his pocket. They are able to sustain their families because of the persona's innovation. Others get confused at his wisdom of entrepreneurship.

b, Analysis of literary terms

Setting- Not clear can be anywhere

Theme- Hard work, innovative, ambition, creativity

Character

Persona-entrepreneur: Innovative, hardworking, wise, risk-taking, ambitions, impressive, persevering, creative Submissive, immune, persevering, loving, decisive, resolute

Addressee, Job-less, - lazy, passive, unwise.

c, Analysis of Literary devices

Metaphors

- Money multiplier
- Money maker

Imagery/ hyperbole

- Turn one kwacha into a million

- The money you let sink and be washed away

Hyperbole – I bury coins in my pocket

Simile-Multiply like a machine

OUR FAULT

By Dave Namusanya

a, Message- This poem tackles the plunder of our natural resources and the suffering that comes with it. We have wantonly cut down trees for charcoal and our mountains are bare and rivers dry. The poem explains that rains do come; rain clouds gather, but the wind quickly disperses them. The sun's heat bakes the soil and makes it dry. When the rains come, then in floods, we hear of rivers bursting and lives getting lost

As a solution, people rush to the mountain to offer sacrifice to appease the angry gods. This was an old belief that when a disaster of this nature befell the society, they rushed to the mountains to appease them and 'plea for mercy and forgiveness.

b, Analysis of literary terms

Plot

- **Causes-** Deforestation, ignorance
- **Effects-**Hunger, desperation, drought, hopelessness

Setting- Rural due the belief in ancestral spirits

Theme- Desperation, drought, ignorance, intolerance, hopelessness, carelessness

Persona- Villagers or citizens

Addressee-Not clear, can be any reader

Character

- **Persona-Careless,** hopeless, ignorant, insensitive
- **The gods-**Decisive, intolerant, insensitive, resolute, uncompromising,

c, Analysis of Literary devices

Metaphors

- And roast our bodies

Imagery/ hyperbole

- Sun bakes the soil

Personification

- Heat is our companion
- Nature getting mad

CHAPTER CONCLUSION

We may not study each and every poem because: in the current the current MSCE Syllabus, MANEB will write the whole short story and poem from either the prescribed books

or any other sources and examine students on them. Such being the case, the students are required to master the skills on how to analyze a short story or a poem rather than studying all the poems and stories in a book.

KEY TO THE STUDY OF POETRY

When you are studying any poem consider the following;

- ❖ Gasp the message in poem by reading the poem more than once. Understand the meaning of the poem i.e. both denotative and connotative meanings
- ❖ Analyze literary term which may include; persona, plot, themes, setting, characters and the addressee.
- ❖ Analyze the literary devices i.e. appreciate the use of language in the poem.

SECTION 5

SHORT STORIES: SHORT STORIES FROM AFRICA BY MADHU BHINDA

Introduction to a short story

A short story is a story with fully developed theme but is shorter than a novel.

We can also define a short story as an invented story shorter than a novel with few characters and deals with more with feelings than events.

The person who writes stories is called an author. Different authors tell stories using different ways; they use a voice that we call a narrator in a short story or a novel. A short story can be fiction or factual.

Features of a story

The following are the features of a short story.

- ❖ A short story usually talks about one single event or experience
- ❖ A short story usually is between 500-1500 words in length. Hence it can be read in one sitting
- ❖ A short story has a beginning middle and an end
- ❖ A short story has few characters.

Elements of a short story

The elements of a short story are the same as that of other genres of literature which include; setting, characters, characterization, point of view, plot and themes. All these elements have been explained in chapter one.

Key to the study of a short story

When analyzing a short story, consider the following

- Understand the story by asking yourself the questions what is the story all about? This is important because you cannot analyze a short story if you don't understand it.
- The second step involves analyzing literary terms. Just as we did with poetry consider plot, setting, themes characters and narrator (point of view)
- The third and the last step is to analyze literary devices. Appreciate the use of language by the author.

STORY BY STORY ANALYSIS

1, THE LATE BUD

by Ama Ata Aidoo (Ghana)

Characters, Yaaba, Nsia, Panyin, Maami, Antobam, Karka, Paapa, Adwoa, Villagers.

Setting; the story takes place in a rural village

Gis- A young girl tries to please her mother by preparing to run important errand. However, it's too late as the girl is gravely injured in the process.

Summary- Yaaba plays all day instead of running errand for her mother. Unlike Yaaba, his siblings, Nsia, Auntobam, Naabanyin, Adwowa and Tawia run the errand for the mother. As a

result Yaaba cannot eat the food in peace and is often beaten by her mother.

Apart from the fact that Yaaba is not given the food, she feels pain because every time Maami calls Adwowa, she refers to her as 'my child Adwowa' while she only refers to Yaaba merely as Yaaba. However, Yaaba cannot ask anybody about this as it is against the tradition, 'you cannot ask who your parents are.' This is evidenced by the stiff-talking and weeping that occurred when Antobam asked her grandmother where her own mother was.

Finally Yaaba decides to please her mother by going to get red earth in the company of Karka and Panyin. But Yaaba decides to go there alone during the night before the day. She is heavily injured while inside the red earth pit. She stumbles as she searches for apampa and a hoe. She comes home during the same night and her arrival scares Maami who shouts 'thief! Thief! The shouting works up many people.

Medicine man is called and helps Yaaba to get better. People are not aware of the cause of the injury of Yaaba. It is coming of the twins Panyin and Karka that unveils the course of Yaaba's injury. Then Maami cries and calls Yaaba 'my child'.

Character analysis

❖ **Yaaba, Resolute/Repentant-** decide to do the needful so that her mother can love her.

❖ **Maami, Strict-**Gives food to obedient children only

Theme; Strict child-upbringing

2, MARRIAGE IS A PRIVATE AFFAIR

By Chinua Achebe (Ghana)

Characters; Nnaemeka, Okeke, Nene Atang, Madubogwu and Ugoye Nweke

Setting- the story takes place in both rural and urban areas

Gist-A father is greatly troubled because his son has married a woman other than the one the father chose for.

Summary- Nnaemeka Okeke young Ibo man becomes a great enemy of his father for marrying Nene Atang a girl who is not from Ibo tribe. The father, Okeke, is not happy with the marriage because; Nene is not an Ibo, Nnaemeka refuses to marry Ugoye Nweke, a girl chosen by the father and that Nene is a teacher, something which according to Nnaemekas's father is biblically forbidden

Okeke, the father of Nnaemeka is very angry and grieves that, he cannot have Nnaemeka in his own home, he swears to have nothing to do

with Nene, and he cuts off Nene from wedding picture and send it back.

Okeke relatives support him and they say that Nnaemeeka has fulfilled the bible prophecy which says that '*sons would rise against their fathers*'. One of the relatives, Madubogwu, suggests that a traditional doctor should be called because it seems that Nene has used charms to lure Nnaemeeka. However, Okeke does not agree with the idea in fear of committing murder as it was with Mrs Ochuba.

In the end Nene write her father in-law asking him to allow Nnaemeeka to bring the two sons so see their grandfather. Okeke is disturbed with the remorse and fears that he might die without making it up to them.

Character analysis

- ❖ **Nnaemeeka, Determined and strong willed-** Stands up against his father's pressure and marries a woman of his own choice.
- ❖ **Okeke, Strict-** disassociate himself from his own son and daughter in-law as the son does not agree to his arrangement.
- ❖ **Nene, Courageous-** writes to Okeke despite knowing that he does not approve of her marriage

- ❖ **Madubogwe,** Superstitious- suggest of consulting a native doctor as a solution to Nnaemeeka's situation.

Theme; Arranged marriages, parental influence, true love.

3, THE IVORY DANCER

By Cyprian Ekwesi (Nigeria)

Characters; Akumna, Sir Ajumobi, Chibo, Queens, Sam Billings, Peters, Chief Nanka

Setting- The story takes place in a rural Village.

Gist - A young lady is forced to dance so as to bring development to a village. She loses a marriage partner in the process.

Summary, Akumna is village girl who likes dancing. But after she has found her love partner, Peters, she promises not dance in public again. Akumna has a stall in which she sells a lot of staff. One day as she is in her stall, Chibo, who is in haste, comes to call her as instructed by chief Nanka.

When she arrives at chief's place, the chief asks Akumna to perfume an ivory dance for sir Ajumobi, a senate representative, and Sam Billings. The intention is woe Sir Ajomabi to influence the minster to bring water pump to Nankwo community. Akumna refuses to dance because she promised her betrothed, Peters,

never to dance in public again. The chief, his wife and Chibo persuade Akumna to dance but she does not accept.

Then Peters, Akumna boyfriend, comes and persuades her to dance. She impressively perfumes the ivory dance. In the end all the plans are achieved i.e. the water pump has been given to the community. However Peters does not marry Akumna as he runs away with the chief's wife.

Character analysis

- ❖ **Akumna, Loving;** She accepts to be tortured for love of Peters.
- ❖ **Chief Namka, Dictatorial, Tactful-**Wants to achieve his goal unconditionally even if means the use of power
- ❖ **Peters, Unfaithful-**Runs away with chief wife despite his promise to marry Akumna.
- ❖ **Chibo, Helpful-** Serves the chief and Akumna in time of need.

Themes; Love, Betrayal, conflict between private and public duties

4, A MAN CAN CRY

By Elderred Durrosin Jones (Seirra Leone)

Characters-D.C Trevor Tullock, Pa Demba, Denise, Marie, Tamabah and Prothero

Setting- The story takes place in Urban Area.

Gist- An English man is anxious of how his marriages with a fellow English lady will be after leaving an African lady to whom he has been married for years and together they have a son.

Summary- Trevor Tullock, an English man, has been working in Africa as a D.C. He has been married to an African lady, Marie, for eight years and together they have a son, Tambah. However, after serving for a good number of years, Tullock is now leaving Africa for England to join his father's company. But the problem is that he cannot take Marie with him to England. As such he devises a settlement of one hundred pounds a year for Marie and a good secondary school for Tambah his son.

Witnessing the settlement agreement is old Pa Demba, the paramount chief of Bomp. The chief holds that the settlement is very satisfactory. He is thinking is also in line with old Prothero's advice to Tullock. Tullock is overcome with shame as he thinks of what would have happen if this was in England. Marie is also overcome with grief and Tambah bewildered

The truth and hidden reason for Tullock's return to England is that he wants to get married to Denise, a daughter of his father's friend. Tullock has departed Africa for England using a boat. In the boat Tullock is in deep thoughts about Marie

and Denise. On one hand he keeps on remembering how he has spent his life with Marie an African illiterate, soft, melting and entirely devoted to him. On the other hand he is visualizing his relationship with Denise, English sophisticated highly educated and dedicated member to a political party.

On his arrival at the airport in London, Tullock is welcomed by his mother and Denise. The sight of Denise reminds Tullock of the relaxed life with Marie in Africa which is in contrast with a long never ending effortful life with Denise awaiting him. However he braces himself for such a life with Denise by convincing himself that '*a man can try.*'

Character analysis

- ❖ **Trevor Tullock, Considerate, Courageous;**
-Devises a satisfactory settlement for Marie, Makes up his mind to marry Denise despite the apparent hardship ahead of him.
- ❖ **Marie, Soft, Timid;** -Though heavily unhappy with Trevor's departure she does show it.
- ❖ **Pa Demba, Materialistic** -Easily get satisfied with the settlement regardless of Marie's feelings.
- ❖ **Prothero, Inconsiderate,** Leaves women anyhow by simply paying them off without considering their feelings.

Themes; Exploitation, Arranged marriages, Inter-social marriage

5 DING DOG BELL

By Kwabena Annan- Ghana

Characters; Nana(Chief), Government agent, Regional office, Local authority police, Opanin Kuntor, Ama Serwa, Nyanechre, Government Clerk, Kwane Twenebua, Solife, Kwesi Manu, Francis Kofi, Kofi Tandoh and Kwame Twenebua

Setting- The story takes place in a rural village

Gist-A rural community digs up three wells after long time of reluctance and negligence despite the government call for development.

Summary-People in a certain community are not interested in taking part in developmental activities. As a result their community has no good roads, no clean water and has a lot of un-cleared bushes. Despite several calls from the government agents to develop the community the villagers do nothing about it.

A government clerk comes to the community and advises the people to implement various developmental ideas such as; formation of local council, paying levy in time, helping a local teacher, sending their children and clearing the bush down the river. Another developmental officer also advises the people to line the streets with concrete gutters. But Tetteh Quarshie

opposes this because he wants to have somewhere for his ducks to get food and drink. The developmental officer further suggests that the community should dig two to three wells.

One day the government officer comes to the community only to find that everybody is drunk. He leaves the community alone. Later on the community sends a letter of apology to the government through Francis Kofi. Upon receiving the letter of the apology, the government facilitates the construction of three wells in the community.

However the members of the community have their mind off the government due to their focus on the outgoing ceremony of Kwame Twenebua's son. The regional officer visits the community to inspect the development activities. The regional officer tastes the water of the wells and discovers that there is local gin in it. The chief, Nana explains that this was done to appease the ancestral spirits who were very angry because the community had left its forefathers and the pool from which they used to draw water from. Everybody goes to the chief's palace where they drink and the government officials leave the community.

Character analysis

- ❖ **Nana, Tactful;** -Explains the taste of water in a way that everybody is not annoyed.

- ❖ **Regional officer: Understanding;** -Takes the explanation of the chief with humor and reasoning.
- ❖ **Francis Kofi :Helpful** –Runs errands for the community
- ❖ **Government Agents, Dutiful**-Continuously call the community to development.
- ❖ **Community: a, Negligent**-Pays deaf ear to the government to development
b, Resolute, Decides to do something to develop the community.

Themes; Unpatriotic, Alcoholism

6, THE ANSWER IS NO

By Naguid Mahfouz- Egypt

Characters- Badran Badawi, A young female teacher, the young female teacher's mother.

Setting- the story takes place in urban area

Gist- A young female teacher makes up her mind never to marry due sexual harassment and abuse which she experienced while young.

Summary- A young female teacher hears that her school has received a new headmaster. She joins other teachers in welcoming and congratulating him. When her turn comes, she is surprised that when she shakes his hand, she does say a word.

At home the female teacher informs her mother that Badran Badawi has been appointed as the new headmaster for her school. The female teacher recalls what happened between her and Badran when she was 14 years old. During that time Badran took an advantage of her parent's absence and had sex with her. After the rape Badran advised her not to be sad or frightened for he would come to ask her hand in marriage the day she becomes of age. When Badran kept his promise and came for her, the young lady's response was no.

Chances to marry came time after time but she turned her back on them all.

Character analysis

- ❖ **Young female teacher: Determined, Resolute and strong minded** –Stands up to her decision unconditionally.
- ❖ **Bandran Badawi: Abuse;** -Takes the advantage of the social and biological advantage with the young girl to sleep with her.
- ❖ **Francis Kofi :Helpful** –Runs errands for the community
- ❖ **Young female teacher's mother: Sensitive-** She is able to note that all is not well with her daughter.

Themes; Sexual abuse and harassment, Impact of childhood experience.

7 ANOTHER EVENING AT THE CLUB

By Alifa Rifaat- Egypt

Characters- Abboud, Mr and Mrs Barakati, Sumai Barakati, Gaziya.

Setting- The story is set in an urban area.

Gist- A woman is anxious of what her husband will say or do as the ring which was lost is found. When the husband arrives, he tells her not to do anything about it; he takes the ring from her and goes with her to the club.

Summary- Samia Barakat is the daughter of Mr and Mrs Barakat and she is married to Abboud Bey. On one night Samia is filled with tension and anxiety as she is waiting for her husband return from a club. She was married to this man a few years ago when she was still at secondary school.

When Abboud Bey comes to pay her dowry, he impressed her greatly. Samia's father works only as a court clerk while Abboud father; is an inspector of irrigation earns a big salary, occupies a fully furnished government house and owns a very big house in Alexandria. As such, Sumia's marriage to Abboud is an honor to the Barakat family.

On one birthday before they are married, Abboud Bey brings an Emerald ring. This is the

ring that is missing the evening Samia drink some beer on somebody's birthday. She is sure that she came with the ring into the room as she had difficulties taking it off as she arrived. The main suspect is Gazia, the young servant girl, because she is the only one who entered the room. However Gazia swears by Allah that she did not see the ring. The matter is reported to police.

Later on Samia find the ring stuck between the legs of a table and a wall. When her husband comes, he tells Samia not to say a word or do something else in view of Gazia who is being tortured by the police. Abboud Bey tells her to give him the ring. He intends to sell it in Cairo so as to buy a substitute for it. He takes the ring in a way that shows supremacy and full control. Samia walks away timidly and leans over a window where her husband follows and suggests supper at the club.

Character analysis

- ❖ **Abboud Bey: Domeneering**, –Shows off his self-confidence and supremacy throughout the story.
- ❖ **Samia Barkat: Timid and Obedient**; - Bows down to her husband's and father's view at all the times
- ❖ **Gazia: Honest** –Says the truth about the missing ring.

Themes; Male Chauvinism and Social class gap

8, THE STORY OF THE CHEST

By Marguerite Amrouche- Algeria

Setting-the story is set in rural area.

Character- King, prince, Market supervisor, market Supervisors daughter.

Gist-A prince marries a lady whom, despite setting a wise trap, he cannot divorce due to wisdom.

Summary-Prince goes to the market to see his subjects. At the market the prince poses two riddles to be answered without which the business at the market will be closed. Two markets days elapsed without business at the market as people had no meaning to the riddles of the king's sons. A daughter to the market supervisor gives the meanings to the riddles to her father whom in return narrates them to the prince. The meanings are correct and the market is opened.

In the evening the prince goes with the market supervisor to the Market supervisor's home. On the way to the home, the prince poses a number of riddles but the supervisor does not answer. Upon arrival at the home, the prince is welcomed by the market supervisor daughter with riddles. When the meal is ready, the prince

shares the chicken in riddles. The prince reveals the meanings of the riddles posed by the supervisor's daughter. In turn the supervisor's daughter gives the meanings of all the riddles posed by the prince including the way the chicken was shared.

Later the prince marries the supervisor's daughter despite discouragement by his father. The prince tells his wife that when her wisdom surpasses his, they will part and the wife agrees. One day the prince who is now the king fails to judge a case which his wife ably judges. As per their agreement, the King ends the marriage and tells the Queen to take whatever she wishes from the palace.

The queen takes the King and places him into a well-ventilated chest. She takes the chest to her father's house, opens the chest and tells him that she has taken him because he is the only thing that pleases her in the palace. They both return to the palace and live happily thereafter.

Character analysis

- ❖ **The prince: wise and Strong Minded,** – Poses difficult riddles and stands up against his father's discouragement and marry the supervisor's daughter.
- ❖ **Supervisor's daughter: Wise** – Give meanings to difficult riddles and escapes divorce intelligently.

- ❖ **King: Understanding-** –Allows the prince to marry woman of his choice despite reservations

Themes; The power of wisdom

9, NO WITCHCRAFT FOR SALE

By Dorris Lessing- Zimbabwe

Setting- The story occurs in rural

Characters- Mr and Mrs Farquar, Gideon, Scientist, Teddy and Picanin

Gist- A black servant heals a white boy using local herbs. In disbelief, a scientist came to get the wonder herbs from the servant but in vain

Summary-The family of Mr and Mrs Farquar have stayed for a long time without a child. But God has seen them and they been blessed with a baby boy, Teddy. Gideon is their black cook and he natively names Teddy, 'little yellow head'. Gideon likes Teddy and because of that the Farquars like him and raise his wage. In all aspects, Teddy is growing better than Picanin a black boy who is born at the same time him. This difference is also backed by a shared feeling among both blacks and white about blacks God bound servants and masters.

One day Teddy comes crying with the pain in his eye as a snake has spat full into the eyes. Gideon runs into the bush to get medicine while

Mrs Farquar bathes Teddy with permanganate. When Mrs Farquar sees that her efforts have no effects and remembers seeing blind natives due to spitting of snake, she is terrified. As such, she eagerly and hopefully waits for Gideon's coming from the bush. Gideon comes from the bush with plant, strips its leaves, chew it vigorously and spits hard again and again in Teddy's eyes. Teddy is healed and the Farquars thank him again and again. They give Gideon presents and increase his wage.

The news of Teddy's healing spread like wild fire among the black and the white who cannot believe it. Consequently, a scientist come to the Farquars family and request Gideon to show them the root which cured Teddy. The scientist explains that the root will be used to make medicine to help all the people. Gideon feels betrayed and gives lame excuses concerning the root. After some persuasion, Gideon gives in. However he makes the Farquars and scientist walk some miles over the forest for nothing. When Gideon feels that his colleagues have had enough walk, he picks ordinary blue flowers and gives them to scientist. The scientist turn throws the flowers to the back of his car and departs for his lab.

Character analysis

❖ **Mr and Mrs Farquars**

- **Grateful**- they are able to thank Gideon for his good deeds and reward him accordingly.
- **Kind and simple**-Like to think of something good coming out of them
- **Religious**-Believe in God's destiny and that Teddy's healing was a miracle and to think of making money out of it was distasteful.

❖ **Gedion**

- **Dutiful**- Does his work faithfully and dedicatedly
- **Religious** –Believes in God's destiny
- **Revengeful**- Upon feeling that is betrayed , he makes the white people walk miles in the bush
- **Secretive**-Does not disclose the healing root to the whites despite persuasion.

❖ **Teddy: Childish and playful**–He responds to Gideon questions insensitively and dedicates most of his time playing.

❖ **Scientist, Doubtful** does not believe that black people can have any knowledge of medical herbs.

THEMES-

- African hidden treasure

- Foreign skepticism of African capabilities
- Dependency of whites on black servants
- Religious brainwashing and indoctrination.

10, THE ADVANCE

By Henry Lopes-Congo

Characters: Carmen, Madam, Kitonga Flavian, Hector, Françoise, Ferdinand and Fetishist

Setting- The story takes place in both rural and urban area.

Gist- A young girl who works as a maid to uplift her welfare, asks for some money from her boss to pay for her son's medicine. Her request is not fully granted, she hurries home only to find her son dead.

Summary- Carmen is a maid who works for a rich family. The story opens with her at work trying to feed her boss's child Françoise. She works under harsh conditions as her boss has laid many rules that she has to follow. Some of such rules include;

- ✓ Carmen should never disturb madam whenever she is in company of visitors
- ✓ She would come to work before 7:30 am
- ✓ She should not bring her child to work

- ✓ She should never stay away from work
- ✓ She should only leave after singing Françoise to sleep.

Due to the above harsh working condition, Carmen has today reported for duties despite her son Hector's sickness. He is suffering from stomach ache, Diarrhoea and vomiting. Hector's sickness reminds Carmen of other two children she has lost. The two children had died despite getting help from a fetishist. The fetishist says that the two died because of Carmen's refusal to marry Kitonga Flavian, who would support her. Kitonga is a government chauffeur, owns four taxis, a shop, a bar, and is married to two wives.

At noon Carmen receives a message from her sister that the doctor says there was a need to buy medicine for Hector. In the evening Carmen asks madam for some money for her son's medicine. In response, madam scolds her for poor eating habits and inability to save her earnings. After such a mockery, madam gives her some aspirin and promises to give her 500 francs the following day. Carmen hurries home to attend to her sick son. On her way home, she thinks of her differences with madam and other members of the society. When she arrives she hears cries that Hector is dead.

Character analysis

❖ **Carmen: Dutiful and enduring;** –Goes to work and follows all laid down rules despite hardship.

❖ **Madam:** –Treats Carmen without attempting to understand.

Themes: Poverty and child upbringing, little earnings and serving.

11, ULTIMATE SAFARI

By Nadin Golnimer- South Africa

Setting- both urban and rural area

Characters-The narrator, Grandfather, the leader, the narrator's siblings, Grandmother, Bandits, villagers

Gist-A young man recounts his experiences of war, a long journey seeking asylum and settlement in refugee camp.

Summary-The narrator of the story is a young boy who is explaining the effects of war against the bandits. He has lost his mother, father, house, food and oil. He can't do business as usual in fear for the attack from the bandits.

The narrator and his siblings are taken to stay at their grandmother's place where they also encounter the same problems. While there a decision is made to leave for a faraway place where there is no war. To reach the place they have to go through Kruger Park which is very dangerous. They are in a company of other

people and a leader who has the knowledge of the route and destination. The leader instructs them on every activity. For example; they must use long way around the electric fence as touching it will mean death, they cannot make fire as smock can alert the police and wardens lastly they must stand still when they meet elephants

As they are on the journey, they live a very hard life just like animals. The narrator notices that his siblings are becoming weaker and thinner. They are tempted to go and beg for food from people who work in the white peoples camps. However they can't do that because if people help them they will lose their jobs.

When they meet lions they sleep tight to each other for protection. In places to cross rivers the grand father is lifted from stone to stone. Due to fatigue they leave their belongings behind. They eat wild fruits which results into stomach run. Later the grandfather goes missing and a search for him is fruitless. The leader advises the narrator and his relations to wait for the grandfather while the rest can move on. However the grandmother courageously decides to go with the rest.

They arrive at their destination which is a very big tent. The features of the tent are; it is bigger than a church, shelters more than 200 people, it is always dark inside and it keeps rain overheard

but water comes in at the side. Upon arrival they are taken to a clinic to register and the grandmother signs for them. A sister gives them special powder to mix with water and drink. Another sister facilitates some medical checkup and vaccination to protect them from various sicknesses.

In the tent every family is given a place closed with sacks and cardboards. The grandmother manages to get a good place and makes grass mats for them. The narrator's brother is taken to the clinic every Monday. The sister says there is something wrong with the little brother head due to lack of food. Once a month, a food truck comes to the clinic and distributes food, and once a month the church leaves a pile of old clothes and they choose something from it.

The people in the surrounding village have let them join their school because they are one people with them. The narrator and his sibling' have settled gradually around the tent and they plant beans, and mealies and cabbage. The grandmother goes to some piece work to support her and the children. She manages to buy black school shoes and polish making the children comfortable.

Some white people come and take photographs of the people living in the tent. When the grandmother is asked to whether she hopes to go home when the war is over she responds 'there

is nothing No home'. But the narrator hopes to go home when the war is over so that he can meet his mother and grandfather.

Character analysis

❖ Grandmother

Caring- Takes care of grandchildren.

- **Decisive-** Makes up her mind to a company the rest of the travellers when her husband is lost.
- **Industrious-** Does various activities to make both ends meet for both her and the children.

❖ Gedion

- **Dutiful-** Does his work faithfully and dedicatedly
- **Religious** –Believes in God's destiny
- **Revengeful-** Upon feeling that is betrayed , he makes the white people walk miles in the bush
- **Secretive-** Does not disclose the healing root to the whites despite persuasion.

❖ **The narrator: Attentive and observant**–He recounts all the encounters and experiences vividly.

❖ **The leader: Dutiful and Responsible,** Guides the travellers well until they reach their destination.

- ❖ **The sisters: Caring-**they are involved in various activities for the survival of the asylum seekers.

THEMES-

- Adversity of war.

13, THE RETURN

By Ngungi Wa Thing'o- Kenya

Setting the story takes place in a rural village

Characters- Kamau, Muthoni, Wanjika, Karanja, Kamau's mother and Kamau's father

Gist-A young man returns from a detention camp only to find himself but decides otherwise.

Summary-Kamau is travelling on a long road back to his home from a colonial detention camp. In his hand he is holding a bundle of his belongings which reminds him of the detention camp. He moves on and arrives at Hania river which reminds him of his youth when he used to bath in it. He finds women drawing water but they did not receive him with happiness and warm than he expected.

One of the women, Wanjika recognizes him and nearly reveals that they thought that Kamau is dead but stops midway. Kamau feels bitter and cheated for not being received as a hero's we. He quickens his steps upon remembering his family and wife Muthoni. He recalls that that he had stayed with Muthoni for only two weeks

before he was taken to the camp without trial. He visualizes finishing paying Muthini's bride price and then begins a new happy life.

Kamau arrives home but his family receives him with fear because Karanja Jogu had informed them that Kamau died in the camp. His father and mother tell him that his wife Muthoni was married with Karanja who went away with her. Kamau feels bitter and betrayed and hurries off to Hania River. He is very shocked and wants to get it back for he thinks of what he would show Muthoni. However remembering that Muthoni and all that reminds him of her is gone, Kamau is relieved. He refrains from asking himself why Muthoni and all the changes should have waited for him.

Character analysis

❖ Kamau

Volatile and temperamental-Swift moods to various situations haphazardly

➤ **Resolute-**Refrains from committing suicide after giving it a second thought.

❖ **Wanjika: Sensitive-** She refrains from telling Kamau that the villagers heard that he is dead

❖ **Kamau's mother:** Honest and courageous- She tells Kamau the truth concerning his wife and they heard that he died.

❖ **Karanja: Deceptive,** Crooked-He cheats people that Kamau is dead so that he can marry Muthoni.

THEMES

- Betrayal.
- Impacts of colonialism
- Summary justice
- Patriotism.

14, THE RAIN COME

By Grace Ogot – Kenya

Setting- the story takes place in a village.

Characters; Lobong'o, Minya, Oganda, Ndithi, Osinda, Padho, and the Luo Community

Gist- The chief's daughter is chosen as a sacrifice to a rain god. By the help of her lover she escapes but rains still come.

Summary- The community of Luo has been hit by the problem of lack of rain fall. The chief, Labong'o, goes to a medicine man who tells him that that Padho, the ancestor of Luo, has chosen Oganda as sacrifice to the lake Monster so that it can rain. Oganda is the only chief's girl child who is born after a long time from a fifth wife. The chief is in dilemma because on one hand refusing to sacrifice Oganda would mean disobeying the ancestors and this will result in the death of all the members of Luo Community.

On the other hand sacrificing Oganda would mean permanently crippling Labongo's spiritually. He remembers his promise on the day of his enthronement. He promised that he would lay down his own life and that of his house hold if necessary to save the Luo tribe.

Such being the case, Labong'o has been left with no option but to sacrifice his daughter. He calls for a meeting of all his household members, except for Oganda, where he announces that Oganda has been chosen as a sacrifice for the rains, the house hold rejoices. Only Minya her mother does not rejoice but faints. Oganda thinks that the household is discussing about her marriage. She thinks of all her suitors and settles for Osinda as the best.

The chief takes away Oganda to her mother's hut and informs her that she is the ancestor's sacrificial choice. In the morning a big farewell feast is prepared but Oganada does not touch any food. The whole Luo tribe is rejoicing as it hold that it's a great honor to be selected to die so that the society may live. Ogada cannot understand her own people who are dancing yet they know that she is going to die. As these things are happening, Oganda expects Osinda, her suitor to appear. Then she realizes that she will never see Osinda as someone has told her that Osinda has gone on a private visit. In the afternoon, Oganda unbelievably bids fare well to

her parents. Chief Labong'o put his bracelet on Oganda's waist and tells her that she will live forever among the Luo. And Oganda tells her mother to always look at the sunset whenever she misses her as she will be there.

Then Oganda departs taking a path lonely while singing. She is to walk through the forest all night. At midnight Oganda sleeps on a tree trunk because she is tired and cannot walk any more. In the morning she continues with her journey and reaches TONG a place separating the inhabited part of the country and the sacred place KRLEMO. Oganda passes through the sacred land and reaches the beach. She walks angle deep in the sand with her feeling that something is following her. She then runs as she is to arrive at the lake by sunset.

As she runs, she hears a voice from behind. Looking back she sees something like a moving bush following her. From the moving bush comes a strange creature. The strange creature catches up with Oganda, a strong hand catches her. She falls on the sand and faints. When Oganda gains consciousness she finds Osinda bending over her, telling her to escape. However Oganda refuses in fear of a curse and bad luck from the ancestors but Osinda insists. Together they both run from the sacred land avoiding the path that Oganda had followed. When they reach the barrier to the sacred land, the strange

creature is gone. As they continue to run, there is thunder roaring and heavy rains came.

Character analysis

- ❖ **Chief Labong'o: Courageous and selfless;**
–Accepts to give his own daughter for the sake of Luo Tribe.
- ❖ **Oganda: Courageous** –Accepts to face death despite fear and anxiety.
- ❖ **Minya:** Loving and Weak; Faints at hearing that her daughter is to be sacrificed.
- ❖ **Luo community;** Rejoices as the sacrificial person has been found without considering that it is a human life that will be lost.

Themes: Superstition and Love.