

# UNIT THREE

## More Literary Texts

In this unit you continue to read and work with literary texts. In Unit 2 you worked with novels and short stories. In this unit you will do plays and poetry.



### 1. Plays

Plays are written and are meant to be performed on a stage. The audience watches the play. They cannot read it, so they can only understand the play by seeing it and hearing it.

#### DICTIONARY:

**Perform** – act out  
**Playwright** – author of a play  
**Props** – things on stage

When a play is written the author has to tell the director what the stage will look like and what costumes the actors should wear. But the author also has to think about the reader who will not have a chance to see and hear the play being performed. Because of that the playwright has to put into the play everything that the performers and directors will need in order to be able to perform the play. So the written play has to describe the settings, and the costumes and props so that the reader can have a good picture in their head. In the next activity we have taken a short story for children, and changed it into a play. So in our activity we read the story, but then we look at how the story changes when we want to act it out. The changes we make to the story turn it into a play.

#### Activity 1: Changing a story into a play

**Work with a partner or in a small group**

Read the story first, and then read the play. You can discuss the difference between the two.



**Time needed**  
50 minutes

Here is the story:

#### HATTIE AND THE LION<sup>7</sup>

Hattie was a big fat hippo. One morning she looked up and said, 'Wena! I can see a nose in the bushes!'

'Bathong!' Said the rhino.

'Unamanga!' said the antelope.

'Maibabo!' said the tortoise.

'Agh, shame!' said the hare.

'Manje? Said the buffalo.

And Hattie said, 'Wena! I can see a nose and two eyes in the bushes!'

'Bathong!' Said the rhino.

'Unamanga!' said the antelope.

'Maibabo!' said the tortoise.

'Agh, shame!' said the hare.

'Manje? Said the buffalo.

And Hattie said, 'Wena! I can see a nose, two eyes and two ears in the bushes!'

'Bathong!' Said the rhino.

'Unamanga!' said the antelope.

'Maibabo!' said the tortoise.

'Agh, shame!' said the hare.

'Manje? Said the buffalo.

And Hattie said, 'Wena! I can see a nose, two eyes, two ears, and four legs in the bushes!'

'Bathong!' Said the rhino.

'Unamanga!' said the antelope.

'Maibabo!' said the tortoise.

'Agh, shame!' said the hare.

'Manje? Said the buffalo.

And Hattie said, 'Wena! I can see a nose, two eyes, two ears, four legs and a body in the bushes!'

'Bathong!' Said the rhino.

'Unamanga!' said the antelope.

'Maibabo!' said the tortoise.

'Agh, shame!' said the hare.

'Manje? Said the buffalo.

And Hattie said, 'Wena! I can see a nose, two eyes, two ears, four legs, a body and a tail in the bushes! It's a lion!' And she ran so swiftly she knocked down a nearby tree.

'Haibo!' said the rhino.

'Nkosiyam!' said the antelope.

'Sizani!' said the tortoise.

'Baleka!' said the hare.

But the buffalo said, 'Moo-oo-oo!' so loudly the lion was frightened and ran away. And they were all so surprised that none of them said anything for a very long time.

Now you are going to read the play. Notice how the writing looks different for the Stage setting, the props and the Stage Directions. As you read, try to imagine that you are seeing a real play on a real stage.

## HATTIE AND THE LION

A play adapted from the story

*Stage – African Bush Setting, with bushes and trees - one bush which is big enough so that an adult lion can hide in it, and one tree.*

### Cast of characters:

1. Lion
2. Hippo
3. Rhino
4. Antelope
5. Tortoise
6. Hare
7. Buffalo

*Props – masks for the animals: hippo mask, rhino mask, antelope mask, tortoise mask, hare mask and buffalo mask. For the lion it is necessary to have 6 masks:*

1. a lion's nose mask,
2. a lion's nose and two eyes mask,
3. a lion's nose, two eyes and two ears mask,
4. a lion's nose, two eyes, two ears and four legs mask,
5. a lion's nose, two eyes, two ears, four legs, and a body mask,
6. a lion's nose, two eyes, two ears, four legs, a body, and a tail mask

*Costumes – animal costumes – optional, not necessary*

*Opening scene – Curtains open to reveal an African savanna scene. There is one big bush. There is a hippo standing not far from the bush, and behind the hippo is a rhino, an antelope, a tortoise, a hare and a buffalo.*

### ACT ONE SCENE ONE:

*Stage Directions – Lion holds up the nose mask. All other animals are looking intently at the bush.*

**Hippo:** Wena! I can see a nose in the bushes!

**Rhino:** Bathong!

**Antelope:** Unamanga!

**Tortoise:** Maibabo!

**Hare:** Agh shame!

**Buffalo:** Manje?

### ACT ONE, SCENE TWO

*Stage Directions: Lion holds up nose and two eyes mask.*

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**Hippo:** Wena! I can see a nose and two eyes in the bushes!

**Rhino:** Bathong!

**Antelope:** Unamanga!

**Tortoise:** Maibabo!

**Hare:** Agh shame!

**Buffalo:** Manje?

#### ACT ONE, SCENE THREE

*Stage Directions: Lion holds up nose, two eyes and two ears mask.*

**Hippo:** Wena! I can see a nose, two eyes and two ears in the bushes!

**Rhino:** Bathong!

**Antelope:** Unamanga!

**Tortoise:** Maibabo!

**Hare:** Agh shame!

**Buffalo:** Manje?

#### ACT ONE, SCENE FOUR

*Stage Directions: Lion holds up nose, two eyes, two ears and four legs mask.*

**Hippo:** Wena! I can see a nose, two eyes, two ears and four legs in the bushes!

**Rhino:** Bathong!

**Antelope:** Unamanga!

**Tortoise:** Maibabo!

**Hare:** Agh shame!

**Buffalo:** Manje?

#### ACT ONE, SCENE FIVE:

*Stage Directions: Lion holds up nose, two eyes, two ears, four legs and a body mask.*

**Hippo:** Wena! I can see a nose, two eyes, two ears, four legs and a body in the bushes!

**Rhino:** Bathong!

**Antelope:** Unamanga!

**Tortoise:** Maibabo!

**Hare:** Agh shame!

**Buffalo:** Manje?

#### ACT ONE, SCENE SIX:

*Stage Directions: Lion holds up nose, two eyes, two ears, four legs, a body and a tail mask.*

**Hippo:** Wena! I can see a nose, two eyes, two ears, four legs, a body and a tail in the bushes! It's a lion! It's a lion! (Runs very fast, knocking down tree as she escapes offstage).

**DICTIONARY:**

**Perform – act out**

- Rhino (loudly):** Haibo!
- Antelope (loudly):** Nkosiyam!
- Tortoise (loudly):** Sizani!
- Hare (loudly):** Baleka!
- Buffalo (very loudly):** Mooooo-oooo.

*Stage directions: Lion becomes frightened when animals make noises and runs away, offstage. Animals become very quiet and stare at the place where both the Hippo and the Lion ran offstage. Curtain closes.*



**Time needed**  
90 minutes



**Trainer's Note:**

Divide your total group into groups of 8. Each group of 8 will practice and perform their play. If there are extra people, they can be the audience for the play. If the people in the audience want to have a chance to be part of a play, then allow the audience to form a group so that they can also perform. If you have 25 learners for example, you could have 3 groups of 8 each (3 groups performing the play three times, that is  $3 \times 8 = 24$  people), and the 25th person would be the audience for the performance of the plays. After the three groups perform, you could ask for 7 volunteers to join the 1 person and perform the play again. Or you could let one group add a character to the play. Groups can make masks if there is time, or just use name tags.

**Time needed**  
70 minutes



**What have you learned?**

You can see the speeches of the characters, the directions about what the actors should do, and the setting of the play. We think that the best way for you to deeply understand and experience a play is to actually perform it so that is your next activity.

**Activity 2:  
Performing a play**

**Work in groups**

1. Divide into groups of 8 people. 7 people will be characters (actors) in the play, and the other person will be the Director (leader, guide). The Director's job is to produce a play which the audience will enjoy. This means that the Director has to help everyone in the play to do the best they can. The Director has to make sure the stage is set up well, that the actors know their lines and know how to perform them well. Note that the important help and direction which the actors and Director need are written in italics and are called stage directions. In the groups of 8 decide who will be the Director and what part each person will perform in the play.
2. Read the play and make decisions about how you will perform the play.
3. Practice performing the play, with the help and guidance of the Director.
4. Perform the play.

**Activity 3:  
The features of a play**

**Work with a partner**

Discuss these questions with a partner:

1. Why do you think plays are written, or printed out?
2. What does the author of the play do to help the reader know what the setting of the play is?
3. What does the author provide for the actors to help them know where they should be, and what they should do when on stage?
4. Is there direct speech in plays?

5. Did you notice that when the characters spoke in the play there were no quotation marks around what they were saying? Why do you think this is so?
6. What does the audience do?
7. Does the audience help the actors/characters in any way?
8. Do the actors talk to the audience or to each other?
9. Did you think the stage directions provided were sufficient (enough) or did you need to create more in order to perform well?
10. Did you enjoy the experience of performing (or being the Director)? Say why or why not.
11. Do you think that children could perform this play? What would they need and how would you assist them to do it?



## 2. Poetry

### Activity 4: A child's poem

#### Work alone and with a partner

Read this poem, firstly to yourself and secondly out loud to a partner. Then answer the questions which follow.



Time needed  
80 minutes

## JAMES E MCGREEVEY WILL YOU PLEASE GO NOW!<sup>8</sup>

by Dr. Seuss

The time has come.  
 The time is now.  
 Just go. Go. Go!  
 I don't care how.  
 You can go by foot.  
 You can go by cow.  
 James E. McGreevey,  
 will you  
 please go now!  
 You can go on skates.  
 You can go on skis.  
 You can go in a hat.  
 But please go.  
 Please!

I don't care.  
 You can go by bike.  
 You can go on a Zike-bike

if you like.  
If you like  
you can go  
in an old blue shoe.  
Just go, go, GO!  
Please do, do, DO!  
James E. McGreevey,  
I don't care how.  
James E. McGreevey,  
will you please  
GO NOW!

You can go on stilts.  
You can go by fish.  
You can go in a Crunk-Car  
if you wish.

If you wish  
you may go  
by lion's tail.  
Or stamp yourself  
and go by mail.

James E. McGreevey!  
Don't you know  
The time has come  
to go, Go, GO!

You can go  
by balloon...  
...or broomstick.  
OR  
You can go by camel in a bureau drawer.  
You can go by Bumble-Boat...  
...or jet.  
I don't care  
how you go.  
Just GET!

Get yourself a Ga-Zoom.  
You can go with a ... BOOM  
James, James, James!  
Will you leave this room!

James E. McGreevey!

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I don't care HOW.  
James E. McGreevey!  
Will you please  
GO NOW!

I said  
GO  
and  
GO  
I meant...

The time had come.  
SO...  
James WENT!

The following questions will help you develop a better understanding of the poem, and will also begin to show the characteristics of the poem as a type of literary text.

1. Summarise this poem in just one sentence.

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2. Why does someone want James to go?

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3. Does the author make up words? Give two examples of made up words in the poem.

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**DICTIONARY:**

**Rhyme – sounds the same**

4. Write down two pairs of rhyming words from the poem.

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5. Why do you think the author uses capital letters sometimes?

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6. Why do you think the author uses so many exclamation marks?

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7. Do you think that the capital letters and exclamation marks help us to think about how we should read the poem? Read the poem again without using the capital letters and exclamation marks. Talk about the changes in the way you read the poem.

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8. Did you enjoy the poem? Why or why not?

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9. Do you think children will enjoy the poem? Test your answer by using the poem with the children in your pre-school.

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**Time needed**  
**20 minutes**

### Activity 5: Rhythm

#### Work with a partner

Read the James E McGreevey poem aloud again. While you are reading clap your hands or tap your feet in time to your reading.

Talk about these questions with a partner.

1. Did you find a rhythm in the poem? Share the rhythm you found with your partner.
2. Discuss how the rhythm changed the way you read the poem.
3. Write down if you think the rhythm changes the meaning or the feeling of the poem.

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4. Write down one verse or phrase that is repeated often in the poem. Why do you think the poet uses repetition?

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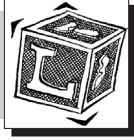
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### What have you learned?

You can summarise the poem 'James E. McGreevey' using the title. In the poem the poet has tried to create a picture in our minds about how James E McGreevey should go. He is drawing on our imagination. We also have to use our imagination to think about why James should go. To help us, the poet makes up words like 'Ga-Zoom', and 'Bumble-Boat'.

The poet uses punctuation to give a feel to the poem. Exclamation marks and capital letters often mean that someone is shouting, or they really mean what they say. So we can imagine that the poet really, really wants James E. McGreevey to go. NOW!

One reason why children may like this poem is because of the rhythm. Rhyme, rhythm and repetition are good ways to keep children's attention. You probably found the rhythm in this poem when you clapped your hands or tapped your feet. You may have found a different rhythm to your partner, but whatever rhythm you found it probably helped you to get a sense of movement, even running. This creates a sense of speed and urgency. The poet really wants James E. McGreevey to go, and quickly!

The poet repeats some words several times. This is called repetition and it is another feature of poetry. It works well with rhythm in poetry. Repetition makes the poem more appealing and easier to remember.

We read poetry in a different way to when we read novels or short stories. Often with poetry you will not understand it the first time you read it. You may have to look up new words, think about the images or pictures which the poem creates in our minds, discuss the poem with somebody else, or read it several times. Poetry is a special kind of literature because it has a lot of ideas packed into a few words. So the poet has to choose words carefully and arrange them in a way that will serve the purpose of the poem. Therefore the reader has to concentrate and read for detail.

#### **Trainer's Note:**

*Encourage discussion after this activity. Remember that interpretations of the poem may be different; that's one point about poetry. We have not written our interpretation here, so you will have to prepare your thoughts before so that you can contribute to the discussion.*

Poets use language devices to help to create pictures in our heads. Read this list of devices that authors use:

Similes – something is compared to another thing. For example: ‘a sound like thunder’, ‘as quiet as a mouse’.

Metaphor – something is described as something else. For example, ‘food for thought’ means something for your brain to chew or think about. Your brain is like a mouth.

Imagery – language using similes and metaphors that produces images in the mind.

Symbol – a thing that represents something else. Example – his car was a symbol of his wealth

Some of these might be difficult to understand. Read the following poem to see how some of them are used.



Time needed  
100 minutes

### Activity 6: More poetry

Read this next poem

## MRS MOON<sup>9</sup>

Mrs Moon  
sitting up in the sky  
little old lady  
rock-a-bye  
with a ball of fading light  
and silvery needles  
knitting the night

Discuss these questions about the poem:

1. What is the poet writing about?

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2. What does the poet describe the moon as?

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3. Do you think the little old lady is sitting on a rocking chair or a stool?  
Why do you say so?

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4. What is the little old lady doing?

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5. What metaphor does the poet use for the moon?

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6. Which similes fit this poem? Say why you think so.

- a. The night is like a jersey.
- b. The moon is like a rocking chair.
- c. The stars are like knitting needles.
- d. The sun is like a ball of wool.

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7. Did you read this poem in a different way than the first poem? Why or why not?

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8. Make a list of things about the three poems that are the same.

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9. Give examples of things that are different about the three poems.

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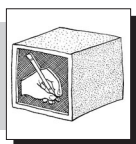
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10. Write a poem. Your poem can be about anything. It might be about your feelings. It might be about something that happened to you, or something that you have been thinking about. It might be totally imaginary. You might want to write a poem for children. Remember that children love rhyme and rhythm, and they love to play with words. Share your poem with a partner.

Write your poem on a separate paper and make a copy to put into your portfolio.





### What have you learned?

In the first poem you learned about using rhyming words in poems. In the second poem you noticed that the poet used repetition, rhythm and short lines to make the words sound like music or the beat of a drum when you read it.

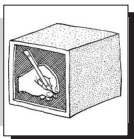
You may have thought that poetry had to have rhyming words, so it may have surprised you that the second poem was called a poem. Poems can have rhyme or rhythm or both rhyme and rhythm.

In the third poem the poet is writing about the moon. The metaphor he uses is of a little old lady sitting in a rocking chair which has round legs like the moon is round. She is using the sun as a ball of wool to knit the night, which is like a jersey covering the earth with darkness. The knitting needles are silver like the stars. There is rhythm and rhyme in the poem. It is a shorter poem.

You probably found that writing a poem was challenging. People who write poetry often have many years of practicing this kind of writing and their work does improve with practice. But maybe you also found that it is fun to play with words. Maybe you realised that in poetry you can even make up some of your own rules about punctuation and sentence structure.

Now that we have looked at poems and plays we can look again at our table and fill it in with all the literary texts and the devices used in them. Think carefully before you make your mark. Maybe you want to read the novel extract, short story, play and poems again before you make your final decision.

	Characters	Plot	Paragraphs	Chapters	Direct speech	Rhythm	Rhyme	Repetition	Metaphors	Similes
Novels	X									
Short stories										
Poems										
Plays										



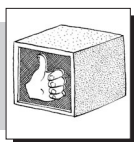
When you have filled in the table make a copy of it to put into your portfolio.



### Journal Reflection

Think about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- a. What did you learn from this unit that you did not know before?
- b. How do you think you will be able to improve your understanding of literary texts?
- c. Write down one or two questions that you still have about something that you learned.
- d. How will you use what you learned about literary texts in your everyday life and work?



### Self-assessment Checklist

Reflect on the Outcomes that were set for this unit. Use one of these icons to record how well you can do these things now. Think about what you know, what you can do and how you can use what you have learned.



Well



Quite Well



Not Well

Use and respond to feelings, emotions and cultural and social ways of speaking	
Explain what a literary text is	
Tell what makes different types of writing different	
Use different ways to help myself to understand different kinds of writing	
Comment on a certain piece of writing	
Use different ways to read different things	
Judge why something was written, who it was written for, and what the circumstances might be	
Look for meaning and understand writing	
Question how language is used in writing	
Point out when feelings, emotions and cultural and social ways of speaking and writing are used and know how to respond when they are used	
Understand the use of acceptable practices in text and how text is organized	
Write things which show that I know who I am writing for and why I am writing	
Use grammar (the way words are used in sentences) to arrange or structure what I write.	