

ATTITUDE

- Attitude refers to the nature of thoughts, views and feelings of the persona and also that of the poet
- Attitude establishes the relationship between the speaker and the object addressed.
- At times attitude may vary from one stanza to another such that a poem may have a mixed attitude. We are not concerned with our thoughts and feelings but rather those of the speaker.

Some words may be used to describe attitude:-

e.g

<i>Scornful</i>	<i>Angry</i>	<i>Tenacity</i>	<i>Loving</i>
<i>Disapproving</i>	<i>Disgusted</i>	<i>Thrift</i>	
<i>Hostile</i>	<i>Dissatisfied</i>	<i>E.T.C</i>	<i>Pessimistic</i>
<i>Contemptuous</i>	<i>Contempt</i>	<i>Decisive</i>	
<i>Condescending</i>	<i>Hatred</i>	<i>Sarcastic</i>	
<i>Of Dislike</i>	<i>Sympathy</i>	<i>Trusting</i>	
<i>Critical</i>	<i>Indifferent</i>	<i>Tolerant</i>	
<i>Despising</i>	<i>Modest</i>	<i>Sincere</i>	
<i>Of Sympathy</i>	<i>Optimistic</i>	<i>Friendly</i>	
<i>Patronizing</i>	<i>Courteous</i>	<i>Generous</i>	

We infer attitude from the manner of expression (word-choice) and the speaker's tone of voice.

Attitude is the point of view of an artist/poet concerning a particular subject/object/society e.t.c point of view.

TONE

- Tone refers to the quality of voice behind the speaking voice.
- A poem contains a voice and like any voice it can project a certain tone that gives the listener (or reader) certain messages.

- Tone is the voice with which a poet says what he says, we observe how he says it coz how something is said affects the meaning of what is said

Tone may be sad

Ironic

Bitter *Tone of Lamentation*

Happy *Derisive*

Sarcastic *Contemptuous*

Cold *Condemnatory*

Cynical *Accusatory*

Troubled *Scornful* *E.T.C*

Uncertain *Grateful*

Eager *Bragging*

Gleeful *Resigned*

Protesting

- Tone is determined by the context in which words are spoken e.g choice of words, imagery, rhythm, sound effects e.t.c

MOOD

- Mood is the state of mind of the speaker in a poem.
- State of mind meaning – the nature of feelings that are evident in the persona as he expresses himself in the poem.
- Mood also refers to the atmosphere surrounding a poem.
- n/b. The mood of a poem is determined by the tone and vice versa.
- Tone and mood have a reciprocal relation coz the mood determines the tone and in turn tone reflects the mood, for our tone of voice reflects our state of mind.
- The mood of a poem may be :-

Sad

<i>Amused</i>	<i>Disappointed</i>	<i>Angry</i>
<i>Annoyed</i>	<i>Bitter</i>	
<i>Anxious</i>	<i>Nostalgic</i>	
<i>Bewildered</i>	<i>Melancholic (Pensive Sadness)</i>	
<i>Blissful</i>	<i>Quiet</i>	
<i>Bouncy</i>	<i>Resigned</i>	
<i>Calm</i>	<i>Humorous</i>	
<i>Cheerful</i>	<i>Light Hearted</i>	
<i>Complacent</i>	<i>Relaxed</i>	
<i>Crappy</i>	<i>Desperate</i>	
<i>Depressed</i>	<i>Solemn E.T.C</i>	

- Quite often we describe mood and tone using similar adjectives.
- It is the tonality of words, images, description of actions and setting of the poem, which create the atmosphere and mood in the poem.

STRUCTURE

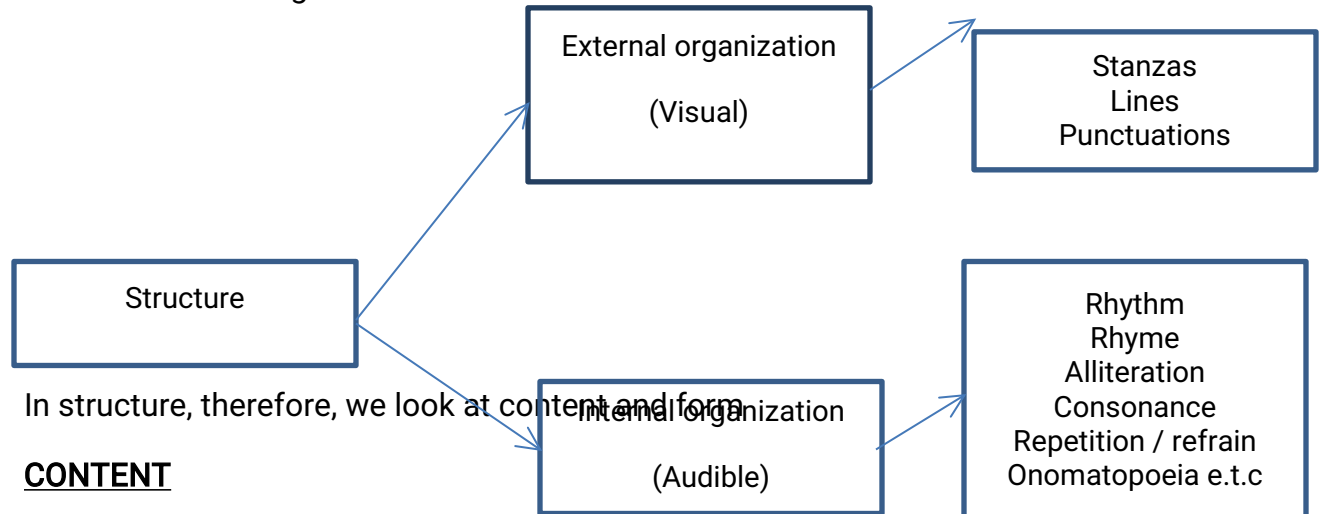
- This is the way the poet chooses his words, the way he organizes them and the way he instructs his lines e.g. long elaborate sentences or very short sentences or a mixture of long and short sentences.
- In poetry we have external and internal structure.

a) External Structure

- Refers to the actual visible shape of a poem
- In conventional poetry, the poem has a steady regular rhythm and a rhyme scheme.
- In most contemporary “free verse” the poet shapes his poems in groups of lines arranging them in what he considers best order for conveying his message. (free verse means – not restrained / restricted)

b) Internal Structure

- This is the orderly development of a poem.
- By examining carefully the development of a poem, we are able to identify the fact, feelings and ideas which the poet wishes to communicate to us.
- The main feeling or idea is called a theme



- In structure, therefore, we look at content and form

CONTENT

- This refers to what the poem is about
- We consider:-

a) Subject Matter

- The topic of the poem, what it is about or rather the factual reality

b) Theme

- The main realization, feeling or thought which the poet wants us to get from the poem. i.e the point which the poem makes about the factual reality.

LANGUAGE AND STYLE

- Style refers to the medium through which a message is passed to the reader.
- In poetry, the poets employ different stylistic devices that make a poem more interesting, memorable, musical and enjoyable to read for example *Imagery, Irony, Symbolism, Repetition, Allusion, Personification, Rhetorical Questions, Contrast/Juxtaposition, Hyperbole, Oxymoron, Litotes, Euphemism E.T.C*

Sound patterns include:-

Rhyme

Alliteration

Consonance

Onomatopoeia / ideophones

Assonance

RHYME

- This is the repetition of similar sounds between words or syllables which comes at the end of the lines.
- **Nb// its sound not spelling that determines rhyme.**

e.g **BOYHOOD DREAMS**

They have thought as young men think a
Of love, fame and glory b
They have found as old men find c
Life tales stale and hoary b

They had hoped and children hope d
To pick life's pleasant gains e
And now they walk with bowed, heads f
Like drenched men from the rains e

Examples of rhyming words/syllables are

Glory / hoary

Gains / rains

- When there is a pattern to the rhymes, then we call it a rhyme-scheme.
- A rhyme – scheme is a pattern of end rhymes in a poem expressed by labeling each sound with a letter of the alphabet.
- Lines with the same end rhyme are given the same letter.
- The first rhyme sound is given letter “a” the second letter ‘b’ and so on.
- The above poem ‘Boyhood Dreams’ therefore has the following rhyme scheme abcb, defe

WHEN LOVELY WOMAN STOPS TO FOLLY

When a lovely woman stoops to folly a
And finds too late that men betray b
What charm can soothe her melancholy a

What art can wash her guilty away b

The only art her guilty to cover c
To hide her shame from every eye, d
To give repentance to her lover, c
And with his bosom is to die d

Rhyme – scheme – abab, cdcd

- Such a pattern of rhyme scheme (abab,cdcd) is described as a regular rhyme scheme. This is because it follows a systematic pattern. However there are cases where repetition of sounds at the end does not follow any systematic pattern. In such a case, it is described as an irregular rhyme- scheme.

For Example

i. TRAIN JOURNEY

Along the miles of steel a
That span my land b
Threadbare children stand b
Knees ostrich – bulbous on their ready legs C
Their empty hungry hands b
Lifted as in prayer d

Rhyme scheme **abbcdb** (irregular rhyme - scheme)

ii. Sweetest Love I Do Not Go a

For weariness of thee b
Nor in the hope the word can show a
A fitter love for me b
But since that I c
Must dies at last, its best d
To use myself in jest d
This by feigned deaths to die c

Rhyme – scheme (abab,cddc)

Nb// the above poem at first the rhyme follows a particular pattern (abab) then becomes irregular (cddc)

ALLITERATION

- This is the repetition of identical consonant sound at the beginning of words in a line of poetry.
 - i. When weeds in wheels, shoot long and lovely
 - ii. Stare for the sake of the souls of the stain birds sailing.
 - iii. Yes! Men must manoeuvre. Monarchs also
 - iv. Private policy is a public profit
 - v. Dignity still shall be dressed with decorum

RHYTHM OF THE PESTLE

Listen o listen
Listen to the palpable rhythm
Of the periodic pestle
Plunging in proud perfection
In to the cardial cavity
Of maternal mortal

CONSONANCE

- This is the repetition of consonant sound in the middle or at the end of words

HUFFER AND CUFFER

Huffer a giant ungainly and gruff
Encountered a giant called cuffer
Said the cuffer to huffer, I'm rough and im tough
Said huffer to cuffer, I'm tougher

They shouted such insults as boob and buffoon
And overblown blowhard and blimp
And blustering blubber and bloated balloon
And shatter brain, shorty and shrimp

Then huffer and cuffer exchanged mighty blows
They basted and battered and belted
They chopped the neck and they booped in the nose

And they pounded and pummeled and pelted

They pinched and they punched and they smacked

And they whacked

And they rocked and socked and they smashed

And the rapped and they slapped and they throttled and thwacked

And they thumped and they bumped and they bashed

They cudgeled each other on top of the head

With swipes of the awfulest sort

And now they were no longer giants, instead

They both are extremely short

By Jack Prelursky.

Rough – tough (end with similar sound)

Chopped – booped

Rapped slapped

Thumped bumped

Rocked socked

ASSONANCE

- This is the repetition of similar – sounding vowel sounds in a line of poetry
- Sharks breathing the sea
- Sharper garter
- Crack the glass
- Thick pink
- Take the fake paint away
- The rain in Spain stays mainly in the plain.

THE VERDICT

He took a good look

At the nuisance tooth

And in awe exclaimed

Tis the food and the mood

To blame for the maim

Large boomed his tools on the mouth
And off came the tooth with its roots

By Njoki Gitumbi

Took, good look
Food mood
Blame maim

ONOMATOPOEIA AND IDEOPHONES

- Onomatopoeia is the name given to the effect of sound of word imitating or miming sounds of the object (i.e. they describe the sound made during an action)
 - i. Mowing of a cow
 - ii. Sprash of water
 - iii. Buzzing of a bee
 - iv. Whistling of the wind
 - v. Rattling of the roof
 - vi. Galloping of a horse
 - vii. Screeching of a vehicle
 - viii. Hissing of a snake
 - ix. Rumbling of thunder
 - x. Falling with a thud

IDEOPHONES

- These are actual sounds produced during an action. They give the actual sound in an attempt to create a better impression in the readers mind.

E.G

- i. The Duck Quacked Kwak! Kwak!

ii. Pu! The Man Fell With A Thud

Shhh! The Prefect Hushed The Noisemakers

The vehicles rammed into each other boom!

Nb// Ideophones may be used in conjunction with onomatopoeia words in order to give a better impression of the sound

FOR LACK OF CHOICE

Bum! Bum! Bum!
The music booms to attract
The young ones – the louder the better
Pi....piii! Pi....piii! Pi....piii!

The matatu hoots
As it beckons passengers
I don't like the loud music
But I'm late I get in
The matatu is soon full
The makange bangs the door shut

The matatu zooms to destination
I don't like the man seated next to me
He's all filthy and his feet smelly.
Ngrrh! Mgrrh! Mgr.....h!
He snores already in happy land
Mouth hangs open.

Saliva quietly steals out
Bum! Bum! Bum!
The music gets louder
I don't like this matatu
But I don't have my own

By Nyambura Njuguna

- Identify the ideophones and onomatopoeia words used.

REPETITION

- Repetition is derived from the word 'repeat' which means to do something more than one
- In poetry, words, lines, phrases and stanzas may be repeated.

➤ Repetition is used to

(i) Create rhythm or rhythm pattern

(ii) Place emphasis on an idea or highlight an item that feels important in a poem

Musicality and memorability is stressed.

E.G ASK ME NO MORE

*Ask me no more, where love bestows
When June is past, the fading rose
For in your beauties orient deep
These flowers are in their clauses asleep*

*Ask me no more, whether do stray
The golden atoms of the day!
For in pure love hidden did prepare
Those poulders to enrich your hair*

*Ask me no more, whither cloth haste
The nightingale, when May is past
For in your sweet driving throat
She wheters and keep warn her note*

*Ask me no more, where those stars light
That downstairs fall in dead on night
For in your eyes, they sit and there,
Fixed, become as their sphere*

*Ask me no more, if east or west,
The phoenix builds her spicy nest
For unto you at last she flies
And in your fragrant bosom dies.*

FIGURES OF SPEECH

- Poets use figures of speech to create mental images hence any style that a poet may use this end qualifies to be a 'figure of speech'
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- Figures of speech are expressions that deviate from the usual application of words

e.g. Mentally devanged people are referred to as 'mixed-up' m, mentally upright as 'level headed' other words used e.g. plain as day, heavy as lead, blood-red in this the poets want to throw ideas helping the reader to understand the poem (creates mental pictures)

- The most common figures of speech are:-

1) Simile

This is a style where one thing is compared to another using words of expressing likeness such as 'like' Or 'as'

E.g her presence was like a ray of sunshine in a darkened room"

- a) Quick as lightening
- b) Deaf as a trade – man's dummy
- c) He charged at m elike a lone buffalo
- d) John behaves like a pig
- e) John is as dirty as a pig

This means that the character of John is described or likened to the dirtiness of a pig

*My heart by Christian rosseli
My heart is like a singing bird
Whose nest is in a watered short
My heart is like an apple-tree
Whose boughs are bent with thickness fruit
My heart is like a rainbow shell
That paddles in a halcyon sea
My heart is gladder than all these
Because my love has come to me.*

METAPHOR

- In metaphor, this is using or giving a direct attribute to an object
- Metaphor transfers a quality possessed by one thing to another and equates them as if they are one and the same thing.

E.g. a woman may describe her husband's quietly

"a monster of a man"

'my life has been a famine'
This task is a real mountain
John is a pig
Mary is an angel

I love you my gentle one

I love you my gentle one

Which you drank on the wedding day;

My love is the butter we were smeared with

To sell fidelity into our hearts

You are the cattle-birds egg

Four those who saw you are wealthy,

You are the papyrus seed of the lake

Which they pull out with both hands

And I sing for you with tears

Because you possess my heart,

I love you my gentle one

By Ralph Bitamazire

- ✓ This is a good example of a love poem. This is a man reciting or singing to his wife. The poem is set in Africa. In the African society, it's the man who approaches and wins a woman. The love of the man for the woman is compared fresh as the milk in the rubindi meaning that the man's love is pure.
- ✓ My love is the butter we were smeared with Butter is nutritious part of the milk. This shows that she is so precious to him.

PERSONIFICATION

- This is where non-human or lifeless objects are given human attributes

e.g.

- i. The wind whistled through the leaves
- ii. The little dog laughed to see such fun
- iii. The dish ran away with the spoon
- iv. The trees bent to let the wind pass

v. His voice provoked the silent dust

vi. Pregnant clouds e.t.c

- Its human beings who whistle, or laugh. Dogs bark and dishes are lifeless and so cannot run pregnancy is associated with humans & animals

I met a thief by Austin bukenya,
On the beach, on the coast
Under the rale, whispering coconut towers
Before the growling foaming waves,
I met a thief who guesed I had.
An innocent heart for her to steal.

She took my heart and let me under
The intimate cashew boughs which shaded
The downy grass and peeping weeds
She jumped and plucked the nuts for me to suck
She sang and laughed a pressed

I gazed, her hair was like the mooool of a mountain sheep
Her eyes, a pair of brown, black beads floating in milk
Juicy and round as plantation shoots
Her legs, arms and neck
An wine gourds, her pillowy breasts
Her throat uttered fresh banana juice,
Matching, her face, smooth banana and ripe.

I touched, but long before I even tasted
My heart had flowed from me into her breast
And then she went high and south
And left my carcass roasting in the fire she had lit

E.G of Personification

- Idle whispering coconut towers
- Glowling foaming waves
- Peeping weeds.

HYPERBOLE

- This refers to obvious exaggeration used to achieve certain effect
- It is used to highlight and emphasize the point in question

E.g He was so hungry that he could eat a whole cow
Having been there when Jesus was born
Well thinking of same
When i think of my beloved, food drops from my mouth
Her voice utters fresh banana juice

Look at the poem 'i met a thief' by austin bukenya
Lapobo by Cliff Lubwa

LAPOBO

Tall but not too tall
Short but not too short
She is of medium size

LAPOBO

Her teeth are not as ash
Nor the colour of maize flour
Her teeth all white as fresh milk

The whiteness of her teeth
When I think of her
Makes food drop from my hand

LAPOBO

Black but not too black
Brown but not too brown
Her skin colour is just between black and brown

LAPOBO

Her heels have no cracks
Her palms are smooth and tender to touch
Her eyes. Ho! They can destroy anybody.

- In the above poem, the description of lapobo is too good to be true.

- She is angelic or extra ordinary beautiful
- Another element of hyperbole/exaggeration is seen where the persona says that the thought of Lapobo's white teeth, makes food drop from his hand. It may not be necessary that food can drop from the hand. What he is telling us is that Lapobo makes him to be absent-minded showing or brings out the infatuation.
- 'Her eyes, Ho!' They can destroy anybody.
- There is a saying that says, "The beauty is in the eyes of the beholder" not everyone will like her eyes. To others, Lapobo could be dismissed as ugly.
- But, the persona's point is clear, to him, she is beautiful and capable of bewitching any man. This is because he is captivated by her thus generalizes his feelings.

SYMBOLISM

- A symbol is something that stands for another.
- Hence, symbolism means using one thing to represent another.
- To understand symbolism in poetry, one has to take time to understand the poem. Sometimes a deep analysis is required to unearth the symbolism before the message is understood.

*e.g) They ran out of mud
there is a little hut
built across from here
they have mudded two walls
and the rest stands unmade
for they ran out of mud.*

*There is a deep gully
Running along the road
They have filled it halfway
And the rest is still gaping...
For they ran out of mud.*

*There is a pot by the altar
That they began to mould,
They finished the base
But the neck remains undone.....
For they ran out of mud.*

*Mud! Mud! Mud!
Who can find mud!
Maybe if it were gold
Someone would.*

- In the above poem, 'Mud' is used symbolically to represent opportunities people fail to seize and resources they fail to tap.
- Human beings have become so used to buying everything readymade that they have ceased to be creative and have refused to learn the skills of the craftsman. There's plenty of mud about, if only people would go out and fetch it.
- Perhaps mud would also refer to self-help. In each case, people have sat back waiting for someone to finish the job for them instead of persevering and doing it themselves.
- In the 4th stanza, gold is used to represent all the consumer goods' people crave for in the modern world. They forget that somebody must labour to produce these things and they themselves can only obtain them by striving.

e.g 2: The crack by Sheikh El Miskery

*Crack the glass
And the crack
Will always remain
The human heart
Has the same vein
It's just as delicate
To the strain
Once it is hurt
It is too hard
To fade the strain
Though parts can
Fix together
You've just to touch the wound
To make it drain again*

- The glass is being compared to a human heart. Just like you cannot erase a crack on a glass, so can you not fade the crack / strain on human heart. You can very well fix parts of a broken heart together but once you touch the repaired glass it will crumble down. This is the same with the human heart. You only need to do something small

to him/her to make them hurt again.

IRONY

- This occurs when ideas, words or situations are contrary to what we would expect thus a difference between the surface and real meaning.
- There are two types of irony commonly used.
 - a) Verbal irony
 - b) Situational irony.

Verbal Irony

- This refers to one thing being said when the opposite is implied. This is also referred to as sarcasm.
- The tone of voice is what determines whether the person is sincere or not. (If sarcasm is not detected, then misinterpretation may occur)
- The intention of verbal irony is to ridicule, hurt or show displeasure and anger of the speaker.
- Helps reveal the attitude of the speaker.

Situational Irony.

- This occurs when a situation is quite different from what was expected (opposite of what we would expect)
- (For instance, a teacher in a relationship with his student, Father raping his child, a policeman arrested for breaking the law.) All this deviate from the norm because we expect the teacher to mould the student into being a respectable person. The father protecting the child and the policeman enforcing the law.

E.G. BUILDING THE NATION

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

*The menu reflected its importance
Cold bell beer with small talk
Then fried chicken with niceties
Wine to fill the hollowness of the laughs
Ice-cream to cover them stereotype jokes.
Coffee to keep the Ps awake on return journey.*

*I drove the permanent secretary back
He yawned many times in the back of the car
Then to keep awake, suddenly asked
Did you have any lunch friend?
And secretary smiling at his belated concern
That I had not, but was slimming!*

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

*So the PS had ulcers too!
My ulcer I think are equally painful
Only they are caused by hunger
Not sumptuous lunches!*

*So, two nation builders
Arrived home this evening
With terrible stomach pains
The results of building the nation
Different ways*

By Henry Barlow.

- In the above poem, we expect to see the PS in doing a lot of constructive work. We expect to see him attend the delicate matters of state. Instead, he does the opposite -he goes to party and have a good time. He eats heavily and keeps on yawning at the back of the vehicle.

- The driver, on the other hand drove the PS to a function and spent the whole time sitting in the car. At the end we conclude that the two did not in any way contribute to building the nation.

SATIRE

- This is a figurative language used to expose the weakness in character of a person through mockery or ridicule (weakness in character like foolishness, greed, selfishness, corruption). A person is ridiculed using irony, exaggeration, contrast etc.

NB// The weakness is revealed to the public in an attempt to correct them.

- In the poem 'Building the Nation' the weakness of the leader is exposed since we see the PS indulging himself in leisure instead of working. The important urgent function is indeed a party.
- Satire consists of using light hearted, playful language to criticize very big follies (evils) and thereby presenting the human characters involved as laughable and ridiculous.

SARCASM

- This is a device in which a bitter or a re-wounding remark is often ironically worded (remains imply the very opposite of what they appear to mean).

The woman I married by Edwin Waiyaki
The woman I married
Is an out-right bone-shaker
Four a full decade
She had banged a typewriter
And now in substitution
Bangs the crockery
Until my house sounds like a factory.

The noise keep her sane
They say.

The tone of the above poem is sarcastic/ satirical when they say the noise keeps her sane.

THE WIND

I saw you the kites on high
And blow the birds about the sky

*And all around I heard you pass.
Like ladies across the grass
O wind, a blowing all day long
O wind, that sings so loud a song!*

*I saw the different things you did
But always you yourself hid
I felt you push
I could not see you yourself at all.
O wind, a blowing all day long
O wind, that sings so loud a song!*

*Oh you that is so strong and cold
O blower, are you young or old?
Are you a beast of field or tree?
Or just a stronger child than me?
O wind, a blowing all day long
O wind thus sings so loud a song!*

- a) What is the rhyme-scheme?
Aa bb cc dd ee cc ff gg ff cc
- b) The speaker a child a stronger child than

DIRECT ADDRESS

- This is where the persona switches from narrating and instead tells his thoughts in 'direct address'
- In some cases, direct address is denoted by the opening and closing quotation marks.
- However, in other circumstances, what strikes us is the change in voice or perspective

THE WASHER WOMAN'S PRAYER

*(To my mother – in - law)
Look at her hands
Raw, knobby and calloused
Look at her face
Like a bean skin soaked in brine*

*For countless years she has toiled
To wash her masters clothes
Soiled by a Lord's luxuries*

*In frost-freckled mornings,
In sun-scorched afternoons
Soiled has drudged mummeries*

*One day she fell and fainted
With weariness
Her mouth a foaming spout
Gushing a gibberish.*

*'Good Lord! Dear Lord!' she shouted
"Why am I so tormented?"
Tell me Lord. Tell me O Lord"*

*"My child! Dear Child" She heard
"suffer for those who live in gilded sin"
Toel for those who swim in a bowl of pink gin"
"Thank you Lord!" Thank you Lord
Never again will I ask
Why must I carry this task*

- The subject in the poem above is likely to be a slave or servant because she refers employer as 'master'
- The poem changes from narration to direct address which powerfully captures the woman's pain, desperation and frustration.
- Direct address allows us to share directly in her tribulations e.g ' *Good Lord! Dear Lord!*'

*Why am I so
tormented?*

She cries to God about her fate and God answers

"My Child!" Dear Child"

Suffer for those who live in gided skin.

APOSTROPHE

- Apostrophe is where we directly address a non-living thing which cannot respond as if it were a person.
- E.g a poem may address death as if death were listening. Also other phenomena like mountains, rivers e.t.c
- In such cases, feelings of admiration, pity or sorrow may be expressed.

PRAYER TO THE YOUNG MOON

Young moon
 Hail young moon
 Hail, hail
 Young moon
 Tell me of something
 Hail, hail!
 When the sun rises
 Thou must speak to me,
 That I may eat something
 Thou must speak to me about a little thing
 That I may eat
 Hail, hail
 Young moon!

- The moon is addressed as if it were a human being e.g “tell me of something”
- The persona urges the moon to speak to him

DAY BREAK

O dawn
Where do you hide your paints at night
That cool breath, that scent.
With which you sweeten the early air?

O dawn
What language do you use
To instruct the birds to sing
Their early songs
And insects to sound
The rhythm of an African heartbeat?

O dawn

*Where do you find the good will
To speed the early traffic on its way,
Rouse the cold drunkard
And send your askaris and barking dogs
To chase thieves to their dens?*

*O dawn
Whose cold breath makes young boys and gims
Glad of a warm sheet,
Enflames the dreams of unmarried ones,
And bring familiar noises.
To gladden the hearts of the married.*

- Dawn is addressed as if it were a person who can respond e.g. "O dawn what language do you use....."
- Apostrophe in the above poem helps us to discuss dawn more intimately and bring to fore, more forcefully the effect of dawn on people's lives e.g. when its daybreak, the drunkard is forced to get up; "Rouse the cold drunkard"
- The children are affected by the cold and long for the warm blankets.
- The break of dawn triggers activities; the law enforces 'askaris' are able to carry out their duties.
- The persona, through the apostrophe, is able to show his appreciation for dawn "where do you hide your paints at night"

WEDDING EVE

*Should I
Or should I not
Take the oath to love
For ever
This person I know little about?*

*Does she love me
Or my car
Or my future
Which I know little about?*

*Will she continue to love me
When the future she saw in me*

*Crumbles and fades into nothing
Leaving the naked me
To love without hope?*

*Will that smile she wears
Last through the hazards to come
When fate strikes
Across the dreams of tomorrow?*

*Or will she,
Like the clever passenger in a
Faulty plane
And jump out to save her life
Leaving me to crash into the unknown?*

*What magic can I use
To see what lies beneath
Her anger face and well knit hair?*

*To see her hopes and dreams
Before I take the oath
To love forever?
We are both wise chess players
She makes a move
And we trap each other in our
Secret dreams
Hoping to win against each other,*

By Everret Standa

1) Who is the persona in the poem?

A groom / man who is about to marry.

Illust-

2) When do you think this poem was written?

On the eve of the wedding day.

Illust –

3) Who is the persona talking to/

He is in a conversation with himself

- 4) Why is the persona reluctant to take the oath to love forever? Because he knows little about the person he is about to marry.
- 5) Why is the persona apprehensive of the smile she wears? Because he doesn't know whether it will last through difficult times.
- 6) What is the effect of

i) The simile like the clever passenger in a faulty plane?

A clever passenger in a faulty plane is always prepared with a life jacket to escape should the plane finally collapse.

- The poet uses simile to reinforce his message of apprehension.
- He wonders whether she will only be with him as long as things are going well. As soon as things go awry, like a clever passenger, she will wear her life jacket and escape.

ii) The symbol -- wise chess players

- Used to show that the two are not completely honest with each other
 - A chess player will not reveal the next move to the opponent.
 - It's a closely guarded secret to help win the game.
- 7) What is the effect of rhetorical questions in the poem?

They do not necessarily require immediate answers but rather they allow the reader to reflect on the issue raised in the poem, that is, the uncertainty of marriage.

- 8) Summarize the theme of the poem in one sentence.

The poem expresses fears about marriage and the uncertainty with which a man and a woman.

- 9) What is the attitude of the persona towards marriage?

A critical tone.

MY FATHER BEGAN AS A GOD

My father began as a god

Full of heroic tales

Of days when he was young

*His laws were as immutable
As if brought down from Sinai
Which indeed he thought they were*

*He fearlessly lifted me to heaven
By a mere swing to his shoulder
And made me a godling
By seating me astride
Our mitch cow's back and too
Upon the great white gobbler
Of which others went in constant fear.*

*Strange then how he shrank and shrank
Until by my time of adolescence
He had become a foolish small old man
With silly and outmoded views
Of life and of morality.*

*Stranger still
That as I became older
His faults and his intolerances
Scatted away into the past
Revealing virtues
Such as honesty, generosity, integrity.*

*Strangest of all
How the deeper he recedes into the grave
The more I see myself
As just one more of all the little men
Who creep through life?
No knee-high to this long-dead god.*

1. What is the poem about?

- About a child who has a lot of respect for the father as a child, but as he grows up, he begins doubting and despising his father especially when he reaches adolescence stage
- During this time, he feels he knows more than his father however, when he's older, he realizes his father was right and the virtues he advocated ought to be followed.

2. What do you think is the purpose of the poet in writing this poem?

- Is to educate both children and parents
- The children should understand that whatever virtues their parents incite in them are for their own good.
- The parents on the other hand should not be shocked when their children who trusted and saw them as superior when they were young suddenly change and feel they are useless and inferior. This is just a stage of growing which confuses them but after a while they come back to their senses.

3. Comment on the suitability of the title of the poem.

- The title is suitable, when the child is young, he sees his father as a god- a mighty superior person.
- Then as time goes on, he is no longer a god to him but a foolish old man.

4. What is the attitude of the persona towards his father?

- The attitude keeps changing
- When he's young he regards his father highly, he sees his father as important and superior.
- However, as he grows and reaches adolescent stage, he begins to despise his father. He sees his father as an old fashioned person who has nothing good to offer.
- This attitude changes when he matures. He sees his father as a virtuous and remembers all that he told him,. He regards his father as superior once more.

5. Why do you think the persona feels that his father has shrunk?

- When he grows taller and can no longer be carried shoulder high. His father, who is no longer growing appears to be shrinking instead.

6. Identify and explain any three stylistic devices used in the poem.

i. Symbolism

'god' used to symbolize perfection, superity and mighty.

ii. Simile-as immutable as if brought from Sinai

- This demonstrates the finality of the importance of the laws that his father gave.

- To show the importance, the laws are compared to the ones given to Moses by God.

iii. **Hyperbole** – ‘He fearlessly lifted me to heaven’

- Is used to bring out the picture of the height at which the person was lifted – very high, heaven exaggerates this height.

iv. **Repetition** e.g shrank – shrinking seen as a continuing process.

- ‘strange’ in its various degrees (e.g Strange, stranger and strangest). Emphasizes on the changing views and attitude of the persona. When he becomes an adolescent, his views towards his father changes (strange) considering he has always viewed his father as very important. After his father's death he discovers he is no better, than his father and all the other people (strangest).

v. **Metaphor**

- Made me a godling
- This is used to bring out how important the persona felt when his father lifted him up.
- Is just one more of the little men.
- The little men is used metaphorically to bring out changes in the persona's attitude. He no longer feels superior but he is just like everybody else. He does not consider himself important any more.
- Who creep through life
- This shows that human beings lack confidence and are unsure of what they do.
- No knee =- high
- This metaphor is used to bring out the image the persona now has of himself. He is no better than his father he had earlier despised.

7. **What do the following groups of people learn from the poem?**

a) Parents b) Children

- Both parents and children should be tolerant to one another.

8. **Explain the meaning of the following words**

- Immutable – unable to be changed

- Milch cow-cow's milk
- Out moded – old fashioned no longer modern, useful or necessary.
- Seated – disappeared.

9. In not more than 25 words, summarize the changing views of the persona.

a. He sees his father as

- Imp and superior
- Full of heroic tales
- Having laws that are final
- Able to lift him
- Very brave.

b. Begins to despise his father as he becomes an adolescent.

- He sees him as foolish
- His views appear old fashioned, especially the ones touching on life

c. He values what his father did for him as he becomes older.

- Virtues are revealed
- Sees himself just as he saw his father.

THE SMILING ORPHAN

*And when she passed away,
 They came,
 Kinsmen came,
 Friends came,
 Everybody came to mourn her
 Hospitalized for five months
 The ward was her world
 Fellow patients her compatriots
 The meager hospital supply – her diet*

When she was dying

*He rson was on official duty
The state demanded his services
Her only daughter, undeducated,
Sat by her,
Crying, praying, waiting for an answer
From God far above
Wishing, she spoke the language
Figures in white – coats do understand
They matched, he figures did,
Siff, numb and deaf, to cries and wishes
Of her dying mother.*

*As she was dying
Friends and kinsmen talked of her
How good, how helpful; a very practical woman.
None reached her; they were too busy, there was no money,
Who would look after their homes?
Was it so crucial their presence?*

*But when she passed away, they came,
Kinsmen came, friends hired cars to come,
Neighbours gathered to mourn her,
They ought to be there for the funeral,
So they swore*

*The mourners shrieked out cries
As they arrived in the busy compound of the dead
Memories of loved ones no more
Stimulated tears of many.*

*They cried dutiful tears for the deceased
Now stretching their hands all over to help
The daughter looked at them
With dry eyes, quiet, blank
The mourners pinched each other
Shocked by the stone – heartedness
Of the orphan*

*She sat; watching the tears soak their garments
Or in the soil around them; wasted.*

*That night, she went to her love,
In the freshly made emergency grass hut,
And let loose all ties of the conventional dress she wore
Submitting to the great power, she whispered.*

*Now.....
You and I must know now.....
Tomorrow you might never understand
Unable to lick my tears.....*

*And there was light
In the darkness of the hut
While outside
The mourners cried
Louder than the orphan*

By Grace Birabwe Isharaza

1. Who is the persona in the poem?

- Observer – tells the story of the deceased, the smiling orphan and the mourners.

2. What is the poem about?

- The poem is about a woman who was sick and hospitalized for five months and was never visited by her relatives who claimed they were busy. Later, the woman dies and ironically the relatives come to their funeral in large numbers vowing that they cannot miss the burial. During the funeral, her only daughter (Who had stayed with her in hospital) seems unmoved and the relatives start backbiting her saying she's hard-hearted.

3. Comment on the effectiveness of the little of the poem.

- Very effective in relation to what has been described in the poem. It has been used in the reference to the illiterate girl / daughter. Who had stayed in hospital with the mother for five months but now is perceived as not being in mourning the other mourners. This makes her smile at their hypocrisy. She is an orphan now that her mother is dead.

4. Identify one character trait of the orphan

Loving / caring – sat by her mother's side throughout the five months she was hospitalized

Responsible – she takes care of her sick mother when other people/ relatives and even her brother gave excuses of unavailability.

5. Identify and illustrate two stylistic devices used in this poem.

Repetition..... they camecame

- To illustrate the fact that the mourners arrived for the funeral in large numbers.

Rhetoric questions – who would look after their homes/

- Was it so crucial their presence?

- Reveals the attitude of the mourners at the beginning, that they were not bothered.

Hyperbole..... The tears soak their garments'

- Enhances the satire that the mourners cry much and we know that their grief isn't genuine.

Ellipsis' Now....., tears....'

- Enhances suspense , allows imagination and reveals feelings of the orphan, the strains she's been under e.t.c

6. Describe the mood of the poem.

Sad / melancholic / somber / sorrowful

- The poem captures the loss of a loved one. The orphan is mourning her mother. She sat by her mother crying and praying to God perhaps to save her mother but the mother dies.

7. Explain the following lines as used in the poem

- i. They cried dutiful tears for the deceased

Their tears were not genuine / they were hypocritical

- ii. And there was light in the darkness of the hut.

She felt relieved – she had unburdened her grief (with her lover, there's no condemnation)

*A dark drought
I thought*

*I saw the moon shine
Thawing the omen of our night
But it was a dead dream
A still born hope*

*Whose ghost would not cease
To haunt our endless sleep*

*I thought
I heard the cock crowing
Waking the sleeping from death
But it was the night child
Crying for a mothers milk
A night child crying the need
Of all our hearts*

*I thought
I saw the clouds gather
Foretelling the passing of drought
But it was the slow circle.*

*Of hungry vultures
Waiting to unflesh us
Cycling, waiting in cold patience*

*I thought
I felt the spray of rain
That I heard the triumph of thunder
But it was the splattering of blood
And the dark threat.
Of the conquerors triumph
I fear it's a long night, yet along drought.*

a. Identify and explain the three images of the hope brought out in the poem.

i. Moon shine – when moon shines at night. Darkness disappears

- This signifies the disappearance / melting away of the bad omen associated with darkness.

I SHALL RETURN

*I shall return, I shall return again
To laugh and love and watch with wonder eyes
At golden noon the forest fires burn
Wafting their blue black smoke to sapphire skies
I shall return to loiter by the streams
That bathe the brown blades of bending grasses
And realize once more my thousand dreams
Of waters rushing, down the mountain passes.
I shall return to hear the fiddle and the life
Of village dances, dear delicious tunes
That stir the hidden depths of native life
Stray melodies of the dim – remembered tunes
I shall return, I shall return again
To ease my mind of long, long years of pain.*

a. Explain briefly what the poem is about

- About a man / woman / person who is in exile / away from home
- He/she is missing various aspects of life at home and strongly wishes to return / go back to his/her home.

b. In note form, identify four things which the persona is longing to return to

- Forest fires
- Streams
- Village music (fiddle and fife / village dances)
- To ease his mind.

c. With illustrations from the poem, identify three stylistic devices used in the poem.

- i. Alliteration – watch with wonder – gives rhythm
- ii. Repetition – I shall return – gives rhythm

d. What is the tone of the poem? Illustrate your answer

Nostalgic / sentimental / longing

e. What kind of event is the persona living? Explain your answers

- A cold event devoid of sunshine, rivers and with little time for relaxation and socialization. These are the aspects of life she/he is missing

f. What specific name is given to poems with one stanza and fourteen lines as the one above sonnet

g. What is the name given to the last two lines ending in similar sound? Couplet.

WESTERN CIVILIZATION

*Sheets of tin nailed to posts
Driven in the ground
Make up the house*

*Some rags compete
The intimate landscape*

*The sun slanting through the cracks
Welcomes the owner*

*After twelve hours of slave
Labour*

*Breaking rock
Shifting rock
Fair weather
Wet weather
Breaking rock
Shifting rock*

Old age comes early

*A mat on dark nights
Is enough when he dies
Gratefully
Of hunger*

By Augustine neto.

1. Explain two themes discussed in the poem.

Exploitation- man works all his life – e.g. “Breaking rock. Shifting rock yet all can show for it is tinned house, early death and dies of hunger

Desperation / Abject Poverty – some parts of the house are completed with rags. He dies of hunger.

2. Comment on the effect of repetition in this poem.

Emphasizes on the theme of suffering / slavery

e.g. Breaking rock

Shifting rock

Effect – creates rhythm

Assists in memorability

Creates musicality

3. Explain the meaning of the following lines

i. old age comes early

The person has suffered so much that he ages faster

ii. When he dies gracefully of hunger

This is ironic that it shows death as a relief for the problems he has been going through are over.

4. Enumerate the demerits of the kind of work the ‘he’ of the poem does

“He” is overworked

He can’t afford a decent house

Suffers hunger

Ages quickly

Dies early

5. What is the persona’s attitude towards the ‘he’ of the poem?

- The persona has a sympathetic / piteous attitude
- Sees the man suffering from example, the living conditions, hunger the work that makes him age faster, -old age comes early”

6. Discuss the irony in the poem

The title is irony / satirical

- Western civilization is expected to bring positive development but it has brought

misery and slavery.

- Civilized society should have no slavery = hours of slave labour'