4. The text of this story appears on p.17 of this book. Read it again to yourself, reading intensively, that is, to understand it thoroughly.
5. Now discuss answers to questions (a)-(m) with your partner. Ask your partner questions about what he/she says.
   a) You have heard similar stories explaining things in the animal world, such as why the leopard has spots, how the tortoise got the markings on its shell. If you know these or any others, talk about them with your partner.
   b) We realise that these stories are not true. Why are they told to children?
   c) What is the main idea in this story and what ideas support it?
   d) This story does not tell us why the war began or who decided that it should stop or who won in the end. These are not important for the story. What happens to the bat is the point of the story. What lesson or moral does this story have?
   e) What is the main distinction that is made between the birds and the animals in the first paragraph?

Plot:
the story or unfolding narrative

   f) In the second paragraph, the bat says the birds will win because there are more of them. Do you think that numbers are all that count in winning? Support your answers with examples.
   g) The birds and animals set a day for a battle and seem to have rules about when a battle is over. The battle also takes place at a specific site. Do wars today follow this pattern? Explain your answer and give examples.
   h) As listeners or readers, we don't feel very sympathetic towards the bat. What about him causes us to feel this way? What words can you use to describe his character?
   i) Identify and explain any prejudice or bias in the story.
   j) What is the conflict in the story? How does this conflict drive the **plot**?
   k) Explain why the bat is punished. Is it because he has both teeth and claws?
   l) Quote the sentence that explains and sums up the whole story.
   m) What do you think the cultural and social context for the story would be? Describe a setting in which the story would be told.

Self-assessment: Your teacher will discuss answers with the class. Assess your own.

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Enrichment

Do some research for homework. Find out more about bats. What kind of creatures are they, birds or animals? How do humans feel about them? What else is known about them? During your next lesson, share the information you found with your partner and the class.

Language use in the story

Writers often use a special form of language. It can be imaginative, descriptive, using figures of speech, and being careful about the choice of words used. All of this has to do with words. In the next activity you will look at some aspects of the language used in the story about Bat.

In addition you will practise changing from one form of speech to another. Here is a reminder:

Information

Direct speech

'The teacher says that reading poetry is not as difficult as we think,' the boy told his parents.

Indirect speech

The boy told his parents that the teacher *said* that reading poetry *is* not as difficult as *they thought*.

Notice how the tense and the pronouns change.

Activity 1.2 The storyteller's tools (individual)

1. In paragraph 2 of the story we read the words the bat speaks. Rewrite them in indirect speech.
2. The words 'slashing' and 'tearing' are used in the third paragraph. What part of speech are they?
3. The words 'slashing claws and tearing teeth began to win over beaks and wings' tells us that the animals were beating the birds. What do we call the figure of speech where a part stands for the whole, onomatopoeia, litotes, synecdoche or alliteration? Use your dictionary to help you.

Understand informative texts

Texts that give information are usually found in encyclopaedias, subject journals or textbooks. To understand such a text you need to skim it and decide what it's about, find its main ideas, look at the ideas that support the main ideas, and look at what is fact and what is opinion. You read a text that contains information to find something out or because you want to know something. In the next activity you will practise doing these things.

Activity 1.3 Read an informative text (individual and pair)

1. On your own skim the text to see what it is about, and then read it silently.
2. Now take turns with your partner, reading a paragraph each aloud to each other. Comment constructively on your own reading to your partner: did you read fluently, use pauses to add to meaning, pronounce words correctly, etc? Below is information to help you with prepared reading. You will need this when your teacher asks you to do prepared reading. Here you can practise it.

Information

Things to focus on:

- Is your tone appropriate for what you are reading (amused, factual, scared, etc.)?
- Do you project your voice so that you can be heard properly?
- Is your pronunciation of all words correct?
- Do you phrase correctly, paying attention to the punctuation?
- Do you make eye contact with your listeners?

Bats and diseases

Bats are known to harbour agents that can cause several diseases including rabies, acute respiratory syndrome, and several viruses including the deadly ebola virus. Their high mobility, broad distribution, and social behaviour (communal roosting, social structure) make bats favourable hosts and carriers of disease. Many species have a high tolerance for harbouring pathogens and so do not develop the diseases themselves even while they are infected. But they still pass on these diseases through biting a victim.

In regions where rabies occurs, only 0.5% of bats carry the disease. However, of the few cases of rabies reported in the United States every year not caused by dogs, most are caused by bat bites. The bats that are rabid may be clumsy, disoriented, and unable to fly, which makes it more likely that they will come into contact with humans. Although one should not have an unreasonable fear of bats, one should avoid handling them or having them in one's living space, as with any wild animal. There is also evidence that it is possible for the bat rabies virus to infect victims purely through airborne transmission, without direct physical contact of the victim with the bat itself.

If a bat is found in a house and the possibility of exposure cannot be ruled out, the bat should be carefully caught and an animal control officer called immediately, so that the bat can be analysed. This also applies if the bat is found dead. If, however, it is certain that nobody has been exposed to the bat, it should be removed from the house. The best way to do this is to close all the doors and windows to the room except one to the outside. The bat should soon leave.

Ebola virus

Due to the risk of rabies and also due to other health problems related to their fecal droppings, bats should be excluded from inhabited parts of houses. The Center for Disease Control and Prevention in the USA provides full detailed information on all aspects of bat management, including how to capture a bat,

what to do in case of exposure, and how to bat-proof a house humanely. In certain countries, such as the United Kingdom, it is even illegal to handle bats without a license.

Where rabies is not endemic, as throughout most of Western Europe, small bats can be considered harmless, although larger bats can give a nasty bite (see the drawing showing the teeth). All bats should be treated with the respect due to any wild animal.

[Rewritten using information from Wikipedia]

3. Decide on a title for this article. It should give the main idea of the text.
4. There are several words in the text that you may not have come across before, for example: *harbour, agents, rabies, rabid, pathogens, exposure, fecal, humanely, endemic*. With your partner, look up these and any other words from the text that you do not know, using a dictionary or thesaurus. Write them into your vocabulary book.
5. Is the text above biased against bats? Does the writer have a particular point of view? Explain your answer.
6. Do you know any vampire stories, Count Dracula, for example? Briefly talk about vampires, what they are said to do, and anything else you know about them. If you need to, do some research on vampires.

Pair assessment: You will discuss your answers with the class and your teacher.

7. In a way the vampire stories are linked to the information in the text above, and not only because they are both about bats. Think about the indigenous African stories that explain things. Discuss this with your partner, and then each write a paragraph explaining the link.

Use the writing process

Gather ideas in a mind map ▶ decide which to use ▶ organise into a logic order ▶ write a first draft ▶ revise, edit, proofread ▶ rewrite and present

Use the following checklist for your paragraph.

Checklist for paragraph	✔
• My paragraph has a topic sentence which contains the main idea.	
• My paragraph explains the link between the information text and vampire stories.	
• My sentences start with a capital letter and end with a full stop.	
• My language use is correct.	
• The paragraph contains supporting ideas.	

8. Check your partner's paragraph, correct your own when you get it back, and then both of you hand in your work to your teacher for evaluation.

Teacher assessment: Your teacher will use the checklist and a rubric to assess your work.

Fact or fiction?

It is not always easy to separate fact from fiction. Many advertisements, for example, make claims about their products, hoping that we will believe them and buy the product. Politicians might also promise things that they can never provide in order to get people to vote for them. So as not to be 'had' or 'taken in' or tricked into believing what is not true, we need to be able to separate fact from fiction, just as we need to separate fact from opinion. The next activity will give you guidelines on how to do this.

Activity 1.4 True or false and how to tell (individual and pair)

1. Read through this article silently and quickly.

Vampires

It seems now proved beyond any possibility of scientific doubt that such sinister and dangerous creatures, both bat and human, actually exist. Only a few weeks ago from Haiti came the authenticated confession of a coppery-haired, handsome mulatto woman, by name Anastasie Dieudonne, that she had for several months been draining the blood from her nine-year old niece.

The child, once healthy and robust, had begun to fade away. Neighbours and relatives thought she had some wasting disease. Physicians could find nothing wrong with her. Then an old black native doctor was called into conference. 'She is the victim,' he said, 'of a vampire. Her life-blood is being secretly sucked from her body. If the monster is not discovered, she will die.'

What nonsense!' said many of the natives, who are not very superstitious in modernised Haiti. It looked like nonsense indeed when the old man carefully went over the girl's entire body and found not even a pin-prick. But he was not satisfied and made a second examination. This time he discovered, a small, clean, unhealed incision hidden on the middle of her big toe. Anastasie Dieudonne subsequently confessed that she had been giving the girl a sleeping drug and then sucking her blood at night. She was, of course, an unbalanced creature, driven to this dreadful practice by an uncontrollable urge. She was literally, in actual fact, a human vampire.

A certain doctor discovered that the true vampire is a large blackish-brown bat, with a wing-spread of about twenty centimetres, with razor-sharp

Fiction:
imaginary, a story, not true

Fact:
can be proved

Opinion:
what someone thinks or feels

BEST BOOKS

teeth and a snout like a pig. It flies at night, attacking sleeping horses, other animals and human beings. It lives almost entirely by sucking blood.

The doctor cites the specific case of a young girl in Bolivia, who was sleeping during the summer on the unscreened porch of her father's house. Her father went out early, just as dawn was lighting the sky, to observe the weather. He saw the huge bat crouching against his daughter's shoulder, and with horror recognised it for what it was. He crushed it to death with his hands. It was then discovered that the vampire had sucked almost a pint of blood from the girl.

These true accounts of the vampire need frighten no reader in the continent of North America. The true vampire bat is confined exclusively to tropical countries. The bats of the United States are harmless and, in many cases, useful. They eat insects or suck the juice from fruit on trees. In the United States there is a large bat with a wingspread of more than 30-35cm, which is sometimes called 'vampire', but which is known to science under the name of 'false vampire', because it sucks only the juice of fruit.

The Giant Golden-Crowned Flying-Fox Bat

But the existence of real blood-sucking bats in tropical countries has been conclusively proved by science. One reason why people in general have hesitated to believe in them and regarded them as fictitious is that it has been difficult to understand, in common sense, why victims do not awaken when the vampire fastens upon them. Those who did believe in them invented the fantastic explanation that some insidious, sleep-producing poison was first injected from the bat's fangs into the victim's body. The true explanation is simpler. The upper front teeth of the vampire are flat, thin, unpointed and razor sharp. The vampire shaves off a thin portion of the skin, not deep, and the wound is practically painless. Then it applies its lips only to the spot, which is little more than a scratch, and by sucking alone keeps up a constant flow of blood.

The Carpathian Mountains

Human vampires, on the other hand, are demented or semi-insane people who have a mania for drinking human blood. Recent investigations both current and historical, have shown that it is not so rare an occurrence as one might suppose.

The most completely authenticated case in history, since it is a part of actual old court records, is that of Countess Bathori, who lived in Hungary about three hundred years ago. The complete minutes of the trial, her final confession, the testimony of her servants, the record of the conviction and the amazing punishment inflicted on her by the law all still exist.

She was rich and owned a castle on the edge of the Carpathian Mountains, which had a mysterious and evil reputation. For many years the peasants believed that she practised magic. They did not dream, however, of the even more dreadful secret that the castle actually hid. Over a period of several years a number of peasant girls and boys

Countess Bathori

had disappeared. For a long time it was supposed that they had been carried off by bandits from the mountains. But finally suspicion was directed toward the already mysterious castle of the Countess Bathori. In an underground dungeon the king's guard found six of the missing children, emaciated, but still alive. The bones of several others who had died were also found. The Countess confessed to drinking the blood of the children in an attempt to stay young and beautiful. It was a cruel period, and Hungary in those days was a cruel country. Instead of executing the Countess, the judges sentenced her, making the punishment fit the crime, to have the skin flayed from her face and neck. So her face became an object frightful to look upon instead of beautiful, as it had once been.

The most famous case of a modern human vampire attested by the courts and legal record is that of Fritz Haarman, in Germany, who was executed after World War I. He was a true vampire, scientifically speaking. He lured no less than twenty-seven youths into his home and drank their blood.

Fritz Haarman in the centre.

The existence of such living human monsters is believed to be the basis for the legends concerning a third type of vampire which exists only in superstition and folklore. That is the vampire ghost, the dead man or woman, who periodically emerges from the grave to feed upon the blood of a living person. A whole literature has been built up around these folklore legends, and there are thousands of hair-raising stories. The most famous of them is probably 'Dracula' by Bram Stoker.

Bram Stoker

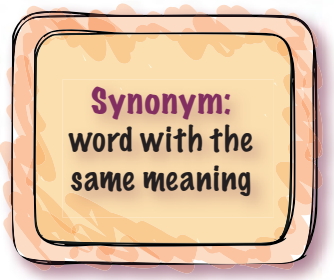
Vlad the Impaler, so called because of his reputation for excessive cruelty. Bram Stoker based his "Dracula" character on him.

These stories, common to the peasantry of all European countries, tell how, when the vampire's grave is opened, the body, no matter how long dead, is found to be still fresh. To put a stop to the attacks of the supposed vampire, the people go solemnly to the cemetery, open the grave and drive a stake through the heart. Then the grave is closed again and boiling oil and vinegar are poured upon it.

This story appeared in The Zanesville Signal on November 20, 1927 under the title 'New Facts about Vampires: Winged and Human.'

[Adapted from http://www.logoi.com/notes/vampires.html]

2. Talk to your partner about what you read. Do you believe it? Does the writer use certain techniques to make it seem true? Give examples.
3. What word in the first paragraph warns us to be sceptical and not take everything as fact?
4. Find other such words in the text that help us to separate fact and opinion.
5. What are the three types of vampires mentioned in the text?
6. The writer says that 'Human vampires are *demented* or *semi-insane* people who have a *mania* for drinking human blood.' Look up the three italicised words in a thesaurus and give ONE word, a **synonym**, which will cover them all.



7. Look where this story appeared. There is a word there that should make you wonder if *any* of the so-called 'facts' in the text are true, despite the claims it makes. What is the word?
8. Looking at words:
   a) Identify the finite verbs in the following sentence from the text:
   'The most famous case of a modern human vampire attested by the courts and legal record is that of Fritz Haarman, in Germany, who was executed after World War I.'
   b) Identify the pronouns in the following sentences:
   To put a stop to the attacks, people go to the cemetery armed with stakes. They open the graves and drive a stake through the heart. Then the grave is closed again and boiling oil and vinegar are poured upon it.
   c) Identify the possessive pronouns in the following sentences:
   A girl was sleeping in her cot during the summer on the unscreened porch of her father's house. Her father went out early, just as dawn was lighting the sky, to observe the weather. He saw the huge bat crouching against his daughter's shoulder, and with horror recognised it for what it was. He crushed it to death with his hands. It was then discovered that the vampire had sucked almost a pint of her blood.

Self-assessment: Assess your answers with the teacher and class.

Research and write an informative article

A lot of information exists that has already been researched and presented in encyclopaedias, books, the Internet, and so on. We don't have to find things out from scratch. If we want to know something, we can look up what others have said about it. We call this doing research.

Activity 1.5 Find out more (individual)

1. There *are* real bloodsucking creatures apart from vampire bats. Think of mosquitoes, leeches, ticks, bed bugs and fleas, for example. Do research on one of these or on any other kind of parasite that lives off other creatures.

Examples of a leech and different kinds of ticks

Information

Instructions for gathering information and writing it up

- Decide what you want to write about. You may need to look at several topics before you find the right one for you.
- Collect information in a list or a mind map, or make notes.
- Decide whether you have enough information. If not, look for more.
- When your information is complete, you need to order it so that you can structure your writing. Decide what will come first, second and so on. How many paragraphs will there be, depending on how many ideas you have?
- Write out a first draft. Look at it carefully. Can it be improved? Are there enough linking words between sentences and paragraphs? Have you varied your sentences? Is your language correct?
- Rewrite, correcting and improving your first draft.
- It is always helpful to have someone else read your work. They will often see problems that you don't.
- Acknowledge your sources by listing where you found the information at the end of your article.

2. Write up an interesting factual article about one of these. Pretend you are writing for a school magazine. Instructions are given in the box above.
3. When you have a final version of your article, hand it in for evaluation.

Teacher evaluation: Your teacher will evaluate your article using a rubric.

Use your research further

Information can be presented in several ways, depending on the purpose and audience. It is important to give your reader the information in the way that they will best be able to access it. In the next activity you will use the research you did in the previous activity and present it in a different form.