

Teachers Resource Series

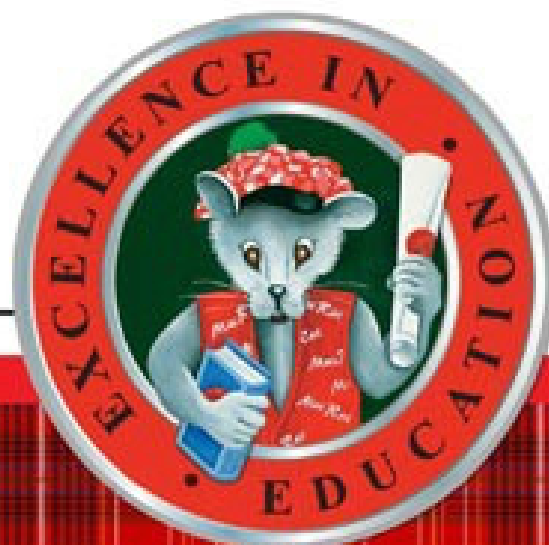
Short Stories

DBE (FAL)

Selection 2023ff

PDF version

MacRat
SUCCESS SERIES



Literature Resource Pack

DBE Short Stories FAL 2023ff

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SHORT STORY PACK: Contents (2023ff)

Gr 12 First Additional Language – selection from *Changes: An Anthology of Short Stories* (compiled by Brian Walter)

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Short Stories

Note to the teacher and learners:

The prescribed anthology is called 'Changes' and it is a worthwhile exercise for you and your learners to discuss, in each story, who or what changes, and whether the change is for the best or not.

Reading the stories

Learners less skilled at reading often cope better with a shorter piece of writing and many of them will be able to read these stories alone in class or at home. However, we recommend that the longer stories are read together in class. [You could divide the class into three groups with each group responsible for a prepared reading of one of the stories. Give them some time to discuss how they will divide up the story amongst themselves and what tone of voice to use (particularly where there is dialogue). If you intend using this reading for the Individual Prepared Reading mark, provide a suitable rubric beforehand.]

Engaging with the stories

After learners have read each story, we recommend that they complete Macrat's useful *Short Story Template (II)* that is included in this pack. Doing this will ensure that learners engage in the storyline and focus on any traditional short story elements or literary techniques the writer may have used. Many questions in a test or exam focus on an aspect of the short story. By completing the template, learners have all the crucial elements in front of them, giving them an excellent revision tool.

To get you started we have included a completed template for the story *The girl who can* by Ama Ata Aidoo.

Contents of this pack:

A. Notes for the teacher:

- Introduction
- The essential aspects of the short story.
- A short story template as outlined above. We suggest you hand out copies to each learner so that they can complete one as they read each of the prescribed stories.
- A completed template for *The girl who can*.
- Suggested answers to worksheets (but learners should be encouraged to voice their opinions and to support their views with substantiation from the text).
- At the end of this section we have included short contextual questions which you can use for revision or adapt for a test/exam.



B. Worksheets for learners – a comprehensive worksheet on each story that should be completed in conjunction with the template mentioned above (II).

What makes a short story different?

- ✧ A short story is a love affair; a novel is a marriage. A short story is a photograph; a novel is a film. ~ **Lorrie Moore**
- ✧ A short story is confined to one mood, to which everything in the story pertains. Characters, setting, time, events, are all subject to the mood. And you can try more ephemeral, more fleeting things in a story – you can work more by suggestion – than in a novel. Less is resolved, more is suggested, perhaps. ~ **Eudora Welty**

Summary of the Short Story



✂ Basic features:

- It is usually short enough to be read in one session.
- It deals with only one event.
- It usually highlights a single character and features only a few.
- At the end of the story it becomes clear what the writer wanted to say.

✂ Basic structure:

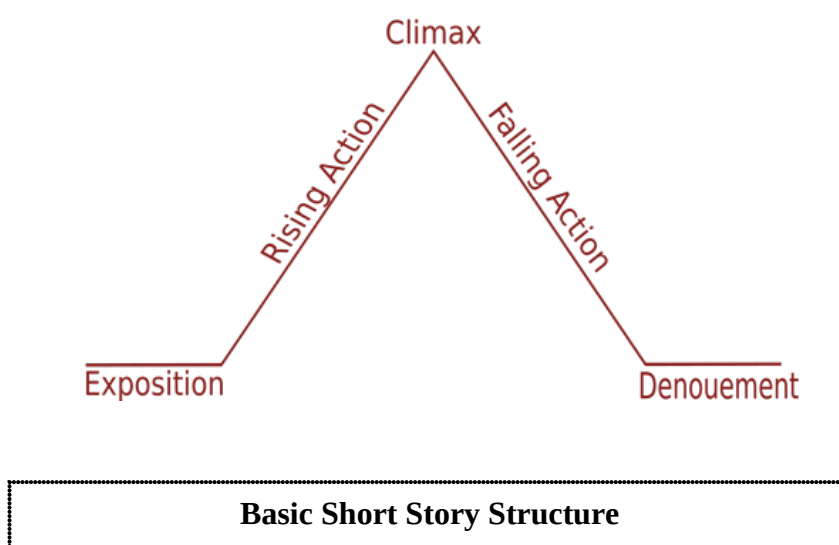
- Setting = the circumstances in which the story takes place.
- Characters = who are generally faced with a problem to solve.
- Development of the plot = what actually happens in the story.
- Crisis = which often gives the reason for success or failure.
- Climax = the most tense or dramatic point of the story.
- Conclusion = the point where the unknown details are revealed.

✂ Basic techniques that are used:

- Description, narration, dialogue, imagery, figures of speech, repetition, the use of colour, contrast, comparison, symbolism.
- The STYLE (use of words) of a short story is determined by the writer's intention, the atmosphere he wishes to establish and the tone, mood and feeling he wishes to convey.

✂ Using Macrat's Short Story Template

When reading a short story, bear these features in mind and make notes for yourself in the margin. Once you have finished the story, use the template to summarise the most important features in the story, as normally test and exam questions relate to these various features of the short story.



Short Story Template



NOTE: The modern short story may exclude the element of exposition, and begin in the middle of a course of action. The ending may be abrupt and without a definite conclusion, and the story may or may not have a moral for the reader.

Title

How does it relate to the story?

Setting

Where does the action take place?

Does the setting influence the characters?

Theme/s

What is the overall message?

What is the author saying about life, people or situations?

Narrator and point of view

From whose point of view is the story told?

Does this influence the story in any way?

Characterisation

Who is the protagonist (main character)?

Name the antagonist/s (if any).

What do we learn about the main character/s?

Are the characters flat or round i.e. do they develop or grow in any way? Do they learn from their experiences or mistakes?

Plot

What happens in the story?

Structure

Exposition: Are we given any background information about the setting or people?

Development: What complications develop? What conflict emerges?

Climax: Where is the crisis point?

Denouement: How is the situation resolved?

Style

How does the style contribute to tone of voice, mood, atmosphere, images, or meaning in the text?

How does the writer use words? Consider: diction (choice of words), sentence structure, sentence arrangement, figurative language and symbolism.



Short Story Template Example: 'The girl who can'

Title

The title poses the question 'The girl who can *what?*' While the story is about a girl who can run, the underlying message is that being a girl should not hold you back.



Setting

The setting is a big village called Hasodzi in the Central Region of Ghana. People in the village follow a traditional lifestyle and many still believe (particularly the older generation) that women are valued by their ability to have children.

Themes

The main theme is the empowerment of women. The story relates to the African women's struggle to find their rightful place in society and the importance of education providing greater freedom of choice for the girl child.

Narrator and point of view

The narrator is a seven-year-old child, Adjoa, who tells the story from a first person point of view. By sharing what she hears from other people, even from her limited perspective in terms of age and understanding, the reader is given a glimpse into her view of the world.

Characterisation

Protagonist: Adjoa

Because she is only seven-years-old, Adjoa can't say what she feels for fear of being laughed at or being told off for saying the wrong things. Her 'big problem' is that she doesn't have the language to say what she needs to. Not being taken seriously makes her feel hurt and confused. She is very perceptive for her age – she is aware of her mother's 'inside weeping' when her grandmother says hurtful things. She is polite and respectful to her elders even when she disagrees with their views.



Have you ever been teased about physical features or personality traits by family members? How did you respond?

Main antagonist: Nana

She is Adjoa's grandmother and regularly complains that Adjoa's legs are too 'spindly' for child-bearing. Nana is an intimidating grandmother with strong traditional values which she is not afraid to voice. Both Adjoa and her mother find it difficult to oppose her – she has a special voice 'she uses to shut everyone up'. She is often insensitive to both her daughter and granddaughter's feelings. While it is normal for a grandparent to be amused by things children say, they should also know when the child is being serious. She not only laughs at Adjoa's words, she also shares them with all and sundry. She is very critical of her daughter, particularly her choice of husband and, according to Adjoa, does not care if she hurts her 'Not that it would have stopped Nana ...' Surprisingly, when Nana realises that Adjoa is winning races at her school, her attitude regarding the problem posed by Adjoa's legs changes and she becomes Adjoa's greatest supporter. She even challenges the rules (by putting the cup on her back). She also demonstrates kindness by first showing her daughter the cup that Adjoa won before taking it to the school.

Maami (also known as Kaya) is Adjoa's mother. She is an antagonist in the sense that Adjoa expresses disappointment about her mother's 'little courage' when standing up to Nana. Maami does, however, defend Adjoa's right to go to school (showing she does have courage when it matters). Maami reveals

her own disappointment – ‘the darkness’ she feels – at having not attended school and it is clear that she wants her daughter to have better opportunities than she did.

Both Nana and Adjoa are round characters. At the end of the story, Adjoa learns that what she wanted to say about her legs didn’t need to be said. She only had to show what she wanted to say. Nana’s attitude towards her granddaughter’s legs changes completely when she realises how much potential Adjoa has as a runner. It isn’t clear whether Maami experiences any change. One would like to think so. At the end of the story, Adjoa says about her mother, ‘she has been speechless as usual’. This suggests that her mother is much the same. However, we only have Adjoa’s point of view. There is evidence that her mother resisted the urge to tell her mother that she told her so. She also showed that there are some things worth standing up for (school) and the outcome must have been empowering for her.

Plot



Adjoa’s Nana says that Adjoa does not have the right legs for a girl because they are too thin to support child-bearing hips. Adjoa cannot question this or express what she wants because she is afraid of being laughed at or being scolded for saying certain things. Nana and Maami argue over Nana’s comments but Maami quickly stands down when Nana mentions Adjoa’s father. Maami does, however, insist that Adjoa be allowed to go to school. At school, Adjoa wins races and is chosen to run in a district competition. Nana is very supportive: washing and ironing Adjoa’s uniform, attending the athletics meeting and carrying the Cup for best-all-round junior athlete on her back. Nana shows the cup to Adjoa’s mother before taking it to the school. She is proud of her granddaughter and thinks differently about her legs. Adjoa’s question about whether she can use her ‘unsuitable’ legs for other things is answered: she can.

Structure

Exposition: The main character tells us about the people she lives with and what they say about where she lives.

Development: The ‘big problem’ for Adjoa is that she doesn’t have the language to say what she needs to. Another problem is that Nana and Maami argue. Nana complains that Adjoa’s legs are too thin to support child-bearing hips. If her mother defends Adjoa’s legs then she is shut down when Nana mentions the husband (who appears to be absent).

Climax: This is debatable. The most evident turning point in the story is after Nana and Maami argue about whether Adjoa should be allowed to attend school. Nana doesn’t think it is necessary but Maami insists. It is when Adjoa mentions the races she wins at school that we know that this is one argument that Maami didn’t lose and that the results speak for themselves.

Denouement: Adjoa’s long, thin legs make her an exceptional runner. She wins a cup and proves that she can do other things with her legs. Her ‘big problem’ is solved because she wanted to ask whether she could use her legs for something else and now she has shown everyone (especially Nana) that she can.

Style

To create the sense of its young narrator, the story is written in an unsophisticated style with short, simple sentences and a basic vocabulary. There are just a few examples of figurative language e.g. ‘small courage’, ‘land of soft, sweet silence’, ‘inside weeping’ and ‘carrying the cup ‘like they do with babies and other precious things’ which is also a meaningful symbolic gesture. For the most part, Adjoa describes her world in concrete terms as you would expect from someone so young. The style contributes to her unassuming tone of voice which emphasises her naivety/innocence.

Suggested Answers for Worksheets

Forbidden love – Can Themba

1.

CHARACTER	PERSONALITY TRAITS	PERSONAL FEARS
Dora	Kind, supportive; loving; brave	Brave but underlying fear of her family's reaction to her relationship with Michael.
Michael	Practical; loving; wise; protective	Controls his fear but must know the consequences of getting involved with someone from another race group. Dora says he is afraid of her love ... do you agree?
Father	Conservative; racist; overbearing; arrogant; superior; protective of his family	Fears losing his standing in the community; of having to work harder for the old way of life to continue. Fears his children will 'associate' with black people, bringing shame to his family.
Mother	Quiet; loving; non-judgemental; brave; diplomatic	There are suggestions that race does not scare her – she accepts everyone – but she says nothing as she fears tearing her family apart. When she hears of her grandson she can no longer be quiet – shows her brave determination.
Salome	Honourable – keeps her secret until she sees the injustice; intelligent; brave	Fearless? Challenges Davie and his family, with evidence to prove what she is saying. No doubt she has some fears but she comes across as being in control, even when she gets emotional. Willing to accept Mrs Randoph's offer of love/support/ friendship.
Louisa	Vulnerable; fearful; filled with self doubt; prejudiced	Scared of losing her family as she is dark-skinned with kinky hair; fears being classified as Bantu as their lives are so much more difficult and her family despise them.
Meneer Carelse	Malicious; vulnerable; racist	Does not fear the community knowing that he drinks too much but probably fears that they would find out that Dora once rejected him.
Mr Phillips	Kind; means no harm to others	No clear indication given. Wants no trouble from anyone. Possibly a 'draad-sitter'.
Davie	Hypocrite; irresponsible; careless	Fears family and community finding out about his relationship with Salome and the child that they have had. Only cares about himself!

- 'dragged'; 'clamboured'; 'thrilled'; 'burningly sweet'; 'digging fingertips'; 'fire'
- Personal opinion but as Dora faces exposure in the community for her actions, and helps Salome nurse Michael, her love seems real. Little is known of Michael's feelings but he seems like a genuine and honest person.



4. Dora loves her family but does not have the same political convictions that they have: she is ashamed of her father's violent racism and of her dark-skinned sister who also hates and fears black people. Her brother has been classified as black and he is ashamed of this classification as black people are seen as less worthy ... his reaction makes Dora feel even more embarrassed and ashamed. She doesn't understand her mother's silence and is ashamed that she doesn't speak out (as Dora suspects that she does not have a racist attitude). Finally, she is ashamed that she has to hide her love and be fearful of it being exposed. Her shame represents or symbolises the confusion and inner conflict that many people/communities experienced as a result of the implementation of Apartheid.
5. This statement confirms that Dora believes that her mother is not a racist and would not speak out against her relationship with Michael. In fact, if she did speak her mind, her mother's words might even have encouraged her ... think of her saying something like 'follow your heart' to her daughter.
6. Some examples.
Dora and Michael need to hide their love; Meneer Carelse teaches coloured boys (not a mixed group); while the coloureds and blacks all go to the same cinema one has to assume that there would have been different areas for each group; the film was considered not suitable for 'Natives'.
7. 7.1 Teasing is to poke fun at someone in a playful way; whereas the intention with bullying is to hurt or harm someone emotionally. The difference is very subtle: while a comment might be funny to one person, it could be very hurtful to another, more sensitive person. We all tease at some stage, but when our intention is to hurt another person and it becomes malicious, then we have to call it bullying.
7.2 The schoolyard incident is dealt with quite lightly, even if it does end in a bloody fight. The teacher seems to expect it to happen and does nothing to prevent it. The boys are referred to as 'scamps' and he is tolerant because even he was involved in this type of behaviour as a youngster. The language shows that something 'big' is about to happen, but it does not appear malicious or serious as the alliteration seems to soften the impact of the words: Dick is delighted to drop a 'bombshell' on Bobby who has a 'teasing-tongue'. He wants to blow Bobby to 'bits and blazers'.
8. 8.1 Meneer Carelse was probably responsible for spreading the news. He was hurt by Dora's rejection and resents her even more for getting involved with a black person. He would have delighted in telling the community about her 'transgression'.
8.2 She is very happy that she no longer has to hide her love, or live a lie. She is an honest, upright person, and very brave for not hiding from the negative attention she was given.
9. Personal opinion about what you expected about Dora's classification.
If Dora had been white, we might have expected the reaction from the community, but as it comes from another group that is also not holding political power, the terribly divisive [*meaning: tending to cause disagreement or hostility between people*] nature of apartheid is emphasised even further. As the whites were the ruling party and both coloured and Bantu people were discriminated against, one might have expected them to stick together, but that was not the case. It also highlights how ridiculous the apartheid rules were dividing up even families on the basis of colour.
10. The mother realises that she can no longer stay quiet about the racism in her family. [see note below] If she wants to see her grandchild she needs to speak out.
Salome has honoured Davie's request for her not to name him as the father of her child as he 'would come into the open if he could'. (He has already been classified black so this is just an excuse ... he is ashamed of his classification.) But now she realises that he is spineless, and she is heart-broken as she has lost 'the only man I ever loved'.
11. Personal opinion. The love shown by Dora, her mother and Michael has a restorative quality: Dora and Michael can now be honest about their relationship, and Dora's mother can speak out and show her love for her grandchild. But within the community as a whole, will they be safe from prejudice and hurt? How will the father (and the other children) react to the mother's behaviour? Salome realises that love isn't as wonderful as she expected it to be, but she finds



another kind of love as ‘the old lady’s voice calmed’ her. We are left feeling that their relationship will grow and flourish.



(Note: I have heard over and over in popular media that ‘people of colour’ cannot be racist (only white people). I don’t see it this way at all but we do have to be careful about the word ‘racist’. At the beginning, I feel that Dora wants her mother to speak out about what is being forced on them. To urge the family to accept who they are. Make them see how ridiculous it all is.)

Rejection – Mariama Bâ

1. The reader is given insight into the feelings and thoughts of the character. We get to know and understand them more intimately.
2. Personal opinion, but the narrator thinks a great deal about her marriage and her role as a wife. She seems totally dedicated and loyal. ‘You can testify to the fact that, mobilised day and night in his service, I anticipated his slightest desire.’ This is confirmed by her own husband who praises her for ‘the quarter of a century of marriage in which [she] gave him all the happiness a wife owes to her husband.’ There is no reason not to believe her. She appears to be a reliable narrator as her thoughts appear honest, open and balanced.
3. 3.1 Modou offered to take pretty Binetou home, he was always busy with trade union work so was often away from home and he was suddenly concerned about his appearance – wears his best clothes and tries to lose weight.
3.2 She loved and trusted him and did not even consider that he would be unfaithful.
4. Although they say she is respectful, the men who visit her show her no respect at all. They give her the news as though it is the most natural thing in the world to hear, and further justify Modou’s behaviour by referring to Allah. Although they are nervous or uncomfortable about the meeting (‘laughing’; ‘shook his leg’; ‘kept his head lowered’) and praise her for an excellent 25 years of ‘service in her marriage’, their meeting is totally impersonal and they give her no personal support or comfort. The Imam spits out the words as though they are ‘glowing embers’ ... he does not try to soften the message at all. They leave feeling very ‘pleased’ that their job has been done, totally unconcerned about how she is feeling ... she who had always shown them such respect.
5. 5.1 When she hears the news she ‘acquiesced under the drops of poison’ – she is determined to appear calm and accepting, even if this does not reflect the devastation that she is feeling from the dangerous/hurtful words. She is polite, serves tea, shakes their hands. She is a lady, someone who remains polite and keeps her inner feelings private. She is also very practical, or calculating, as she does not want to react until she has thought through the situation. But inwardly she is distraught, confused, angry. She tries to understand where she went wrong, but finds no answers. She is discerning and wise.
5.2 Personal opinion. You may feel that every woman has a right to unconditional love and respect, and that she should have made her feelings known (as her friend obviously did earlier), but the narrator acknowledges that she has ‘never conceived of happiness outside marriage’. She has dedicated herself to her husband and his needs, her home and her family, and cannot comprehend giving it up. She, in fact, bloomed as a person in their relationship. Her decision is not an easy one as the foundation of her life has shifted. Her decision may seem foreign to ‘liberated’ thinking but given her circumstances, her life in an Islamic and male-dominated society, we must accept that her decision is based on practicality and sensibility. She can be described as ‘calculating’ as she weighed up the pros and cons and her decision was the one that benefitted her the most.
6. She is a young and very attractive girl. She is his daughter’s age but it seems as though he enjoyed a challenge. When Binetou rejected his initial offers, he kept on offering more: ‘the pride he invests in winning, the resistance that inspires new attempts’. Binetou’s mother pushed her into the marriage, eager to benefit from Modou’s offers. [It is unclear whether the promised gifts were ever given to Binetou and her family.]



7. Personal opinion as very little is said in the story. The narrator does mention that Modou sometimes 'let off steam' with the narrator, but we do not know whether this was about his new wife or not. Tamir says that Binetou is 'too frivolous, too young' but we don't know if Modou also felt this way.
8. There are many examples. Please do not be limited by these suggestions.
 - 8.1 The narrator is adamant that young people should invest in their futures. Daba agrees with her and finishes her studies. Daba and her husband's 'financial acumen' help them make good financial decisions. (This quality isn't necessarily as a result of education, but education may have shaped it.)
 - 8.2 The community is Muslim and follows its traditions which are often male-dominated. The way in which Modou does not give his wife the news personally, the arrival of the Imam, Modou's brother and best friend to break the news to the narrator, and the manner in which they tell her the news reflects not only their faith but also their feelings of superiority. We do not know whether Modou was too cowardly, too ashamed or simply too busy to tell his wife himself. However, it is clear that the men support one another regardless of the situation. Tahir's confidence that the narrator will accept his marriage arrangement at the end of the story also reflects their cultural circumstances.
 - 8.3 In a male dominated society, women usually have very little say; their opinions are not heard or valued. In a Muslim community, a man may take another wife under certain circumstances, but a woman may not take another husband, and the first wife is meant to accept the second wife. Modou leaves his clothes lying on the floor, expecting his wife to tidy up after him. But there is evidence that women are starting to take back their independence, to 'rebel' against the male dominance. Daba speaks openly about her anger and resentment at her father's treatment of her mother and encourages her mother to leave her father. The narrator's friend, Aisaatou, has left her husband but the narrator is not ready yet to take such a 'liberated' action. Still, by the end of the story she has found her voice, she speaks her mind to the men who come to visit her, and asserts her self-worth and independence.
9.
 - 9.1 He is assertive, confident. There is no doubt in his mind that she will accept his proposal.
 - 9.2 She was initially accepting, but is now challenging. She knows the real reasons why Tamsir wishes to marry her (to enjoy the same comforts of home as his brother and to align himself with the family's fortunes). She speaks out for the first time and asserts her own will, instead of accepting her circumstances.

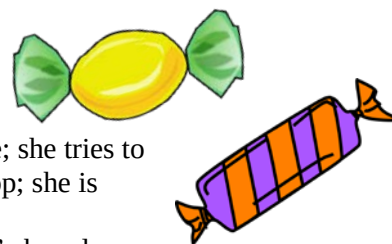
Eveline – James Joyce

1. If the room has an odour, perhaps it isn't well ventilated – no fresh air; the curtains are dusty – evidence of years of neglect. These words show that she feels as though she needs a fresh start – some fresh air, a change of direction; she needs some care and attention.
2.
 - 2.1 She feels as though she needs to escape from her hard life, looking after the younger children, cleaning the house; her weariness; working hard at the Stores where her boss makes pointed comments and she is shown no respect; from her father who threatens her and drinks too much; from a life where getting money from her father is always a battle; memories of her mother's unfulfilled life.
 - 2.2 Although she wants to escape, this place does offer shelter and food, and people that she knows.
 - 2.3 As a married woman she hopes to be respected; Frank is kind, open-hearted, fun-loving.
3.
 - 3.1 There is a reference to Belfast which sets the story in Ireland, but there are few other clear references to Ireland. There is a picture of a priest hanging on the wall, and the Irish are often devoted Catholics, but this could happen in any household across the world. There is mention of blessing Margaret Mary Alacoque but again this could appear in any Catholic home, although the name might change.
 - 3.2 No, the setting isn't essential. The themes of hardship, poverty, violence against women and children, fears of being trapped could be set in any country, even South Africa.



- 3.3 You could change the name of the city, and the names of the people; the street organ player could be a blues or jazz musician; the name of the person to be blessed could change; her father's prejudices could also be changed i.e. instead of cursing the Italians, he could curse, for example, the Nigerians.
4. She recalls her mother's wasted life, as 'pitiful' – a life of sacrifice which turned to madness. She wants more for herself than what her mother had. Hence her desire to 'escape'. But she also made a promise to her mother, 'to keep the home together as long as she could'. Her loyalty to this promise threatens to overturn all her plans to escape.
 5. Apathetic means showing or feeling no interest, enthusiasm, or concern. This may be true of her outer appearance, but definitely not true of her inner feelings. She is interested in changing her circumstances and gets excited about the prospect of travelling across the ocean and marrying Frank. But she has concerns. When it comes to actually making the move, she is paralysed: she cannot move or think clearly, showing no enthusiasm or emotion, and appears apathetic. Conflicted: she is definitely conflicted – torn between wanting to escape and staying with what she knows; seeing the advantages of her life with Frank and recalling the promise she made to her mother; wanting to flee from her aggressive father and finding respect with facing the unknown.
Weak: personal opinion. By not going with Frank some people may see her as weak but leaping into the unknown was just too big a step for her. She appears to have a panic attack in the crowd and you could argue that if the environment had been calmer she may have followed through on her decision and not appeared weak.
 6. He has a few prejudices – against sailors and Italians. He is a rough chap/he curses. He might be protective of his daughter, wanting to keep her away from sailors/bad influences. He is an unreasonable man when he has been drinking. He accuses his daughter of squandering money when she gives all her earnings to him.
 7. 7.1 She is in the swaying crowd but not actively part of it: she is isolated, being swayed by the crowd. She is passive.
7.2 The metaphor compares her state of mind to a maze, with various options to select from. Confronted by all the options, she grows more and more distressed. She feels lost as one can feel when trying to find your way through a maze.
 8. 8.1 She was about to sail across the ocean, something she had never done before, which would have added to her stress.
8.2 A. All the seas of the world together would be a lot of water, a lot of force, and in this metaphor, the energy of all this water is compared to the emotions that are taking place in her heart.
B. The word 'tumbled' means to fall suddenly and clumsily. The sound of the word also seems to convey this meaning. The use of the word emphasizes the turmoil, anxiety in her heart. The repetition of the t sound in tumbled and heart further emphasizes the confusion in her heart.
8.3 Earlier she had thought that Frank would offer her a new life, love and happiness, and an escape, but now she feels as if going with him will overwhelm/drown her.
 9. 9.1. The simile compares Eveline to a helpless, animal – an animal that does not have a choice, that has no say over what happens to it.
9.2 Personal opinion. Eveline isn't an animal: she has a mind of her own and can make decisions BUT she does not. The author is disappointed in her/critical of her for wasting her chances.
9.3 Personal opinion as there is no specific reference in the story.
The final sentence seems to indicate that she did not love him but she also seems to be, at that stage, in a state of paralysis. Perhaps her fear and anxiety make her incapable of any emotion or action.



A bag of sweets – Agnes Sam

1. 1.1 Kaltoum
1.2 Khadija
2. 2.1 She acts as though nothing has happened; she is friendly, smiling, 'beaming'; she talks a lot, updating her sister about her life; she tries to embrace her sister; she wants to help her sister with work in the shop; she is enthusiastic and gentle 'her face softened, smiling and vulnerable'.
2.2 She observes her sister's appearance, critically noting her sister's bare legs. She avoids being touched or embraced; she pretends to look at a magazine as a way to ignore her chatty sister; she labels Khadija as insensitive because she talks about the old times 'It failed to move me' – Kaltoum is determined not to react. She pretends that she is bored and starts to weigh out sugar. She shoves Khadija aside when she tries to help.
3. 3.1 Khadija's hands are compared to bird wings which are delicate and fragile looking, yet they have immense potential as they allow a bird to fly. In the same way Khadija's hands have allowed her to fly, achieve 'unimaginable' things.
3.2 Kaltoum mentions that she played the piano and typed. Perhaps these activities gave her a job or took her into another life, away from her community and family, where she may have felt restricted.
3.3 'the people we loved' refers to her parents; 'we' refers to her and her siblings. The sisters' parents died shortly after Khadija left to marry a Christian man. Khadija's siblings are able to forgive her for marrying a Christian man, but not for 'the consequences': the death of their parents.
4. False: she often went to their home where the door was always shut in her face.
5. 5.1 No, some of her brothers feel sorry for Khadija and only shun her because the eldest in the family (Kaltoum) is doing so. 'I knew he would have forgiven Khadija the very day ...'; 'I was the obstacle to the rest of the family forgiving her'; "Poor Khadija," says her brother.
5.2 She asserts her power over her siblings and enjoys having power over them: 'I was cruelly delighted in the effect I was having on the others'; she knows she can change the situation but chooses not to.
5.3 As the girls were very close when they were young, the brothers wonder whether Kaltoum was so hurt by Khadija not telling her personally about what she was going to do, that she cannot forgive her. Khadija might also be feeling so guilty for having hurt her sister, and for shutting her out that she now wants to make amends – Kaltoum only found out 'with all the rest'. Once the parents had died Khadija might have hoped that the cultural traditions were less rigid. These ideas sound very logical but we still have to wonder why Kaltoum is so insistent on not changing. In a male-dominated society, it might be the only power she has and she is hanging onto it. What do you think?
6. 6.1 Giving a gift can be seen as an act of reconciliation, no matter what the gift. Khadija is desperate to be re-united with her family and happily accepts the gift. 'Her face softened' ... she must have believed that she had made a breakthrough. She must have been very confused when the situation isn't resolved. Kaltoum claims to have given her cheap sweets, as an insult, trying to chase her away with a sign that she is not worthy of better sweets.
6.2 Personal opinion ... what do you think the intention was? Motivate your opinion with evidence from the text.
7. Khadija reminds Kaltoum of their mother. Kaltoum loved their mother and almost softens to her sister. It is ironic that the shunned sister is the one to carry the resemblance to their mother. But Kaltoum refuses to change her mind.
8. 8.1 This is true, to a certain extent. The family is united in their dedication to their culture, tradition on religion: they stick together, follow their faith, support one another, regard Christian people as outsiders. Yet, some of them wonder whether it is correct to shun a family member for marrying someone they loved. They seem to be in agreement that if she had rejected her faith, they would never have forgiven her. For Kaltoum, holding onto the culture, might be the only power she has ever known, which makes her absolutely determined not to accept Khadija back into the family.

8.2 By marrying a Christian, Khadija has broken with her culture, its religion and tradition.

However, she has not accepted the Christian faith indicating that her religion was an essential part of her being. She had not anticipated that her family would unanimously reject her.

8.3 The family are also upset by the personal hurt that she has caused, and there is a suggestion that they were embarrassed by what other people would say. They had wanted to 'avert the gossip'. Blaming the death of their parents on Khadija might be a stretch of reason, depending on what the actual circumstances were.

9. Personal opinion. Although Khadija stops coming to the shop and stops being a source of anger or frustration to Kaltoum, this is now replaced with a sense of loss, disappointment. Khadija finally gives up and no longer visits them. The nature of the conflict has changed: we can assume that each sister will now have personal inner conflict about what they did right or did wrong and be sad that their relationship was never restored.

Class act – Namhla Tshisana



1. 1.1 nurse, busy
1.2 fat, unproductive
1.3 practical, helpful
2. 2.1 She expresses herself well. She is a thinker ... she has thought about her situation a great deal and come to some conclusions. Her reactions to her situation are strong, like a teenager might react.
2.2 She notices that although there is a lot of talk about her aunt making clothing or curtains, nothing ever seems to appear. She has noticed that her uncle hasn't visited his wife for many years. [any appropriate evidence]
2.3 She is interested in people/observes people/notices things about people. She is fairly naive or innocent as it would seem that her aunt and uncle are no longer married/in a caring relationship, but she hasn't realised this yet.
2.4 She reacts strongly. 'I hate high school.'/ 'I can't wait until I get out.'/'I've had a terrible time' (when in reality it wasn't that terrible)'/ 'All in one day!'
She doesn't say much, but her verbal expressions are casual/colloquial as teenager might speak. 'Obviously, I didn't know what ...'/'Flip, I could see'/'my mother will freak'
3. Meaning: an event/action where there is no proof. The narrator questions whether there really is a sewing machine in the room as she has never seen it, or anything produced by it.
4. 4.1
A. The aunt has got fatter and fatter, and the narrator wonders if her tummy will hit the floor – the exaggeration is humorous.
B. She makes fun of herself, squinting to see the hole and only succeeding on the third attempt.
C. He gives up and rests his head on his briefcase. His reaction is unexpected and thus amusing – one might have expected him to shout and rave. OR he is unlikely to be able to sleep with all the noise which is amusing. (Do you find his reaction funny or rather sad?)
D. Here are a few suggestions as he makes a few funny comments. His choice of her nickname (Sister Mary Clarence) definitely adds to the humour as a play on words – Sr Mary Clarence is a very sweet, innocent nun in 'Sister Act', and the title of the story is 'Class act'.
He reminds her that the classroom is not a convent using the words and sarcastic tone of voice of someone in charge.
4.2 C. sarcasm ✓
4.3 She is mocking her aunt/poking fun at her aunt as nothing has ever appeared from her 'studio' which is meant to be a professional, money-making concern.
5. 5.1 Personal opinion. No, as the bullying is described in an amusing way it lessens the impact of the bullying on the narrator. / The children are just teasing/having fun, and no real harm is intended. OR Yes, by referring to the bullying, she highlights the problem in schools. Many readers will relate to the experiences she describes and will appreciate the hurt caused by this type of behaviour.
5.2 Personal opinion. One could argue that the girls should have been more supportive of a fellow female school-goer, but it is often said that girls are more malicious than boys. You could argue that there is no real reason why girls should be more, or less, supportive than boys.

5.3 Instead of being upset/hurt/angry about the teasing, she decides to accept it and even makes fun of the situation by referring to the colour of the nun's panties. She has grown, changed or developed into a more accepting person. The theme highlighted is the need to adapt or overcome insecurity/accept yourself. She realises that she is the new 'kid on the block' and will be accepted by others gradually; the others won't change so she has to learn to deal with it, which (it seems) she does using humour.



The wind and a boy – Bessie Head

1. **DEVOTED:** She looks forward to receiving her 'bundle' and dotes on him to the extent that the other women in the community tease her. She spoils him and never neglects him. But she also tries to guide him e.g. her story about Robinson Crusoe includes aspects of character that she would like him to adopt.
RESERVED: she is quiet, a matriarchal figure in the community. She was criticised for her behaviour as a young girl but she kept her head down and 'survived' as 'only a natural queen can'.
PROUD: not in an arrogant way; she knows her value and has queenly qualities. Holds her head high.
IMPRESSIVE: the other women envy her poise and grace; they admire her strengths and talents e.g. tending her land with meticulous care, and devoting her life to her grandson. She has inner strength.
DETERMINED: she overcomes her 'difficult' situation as a young girl [getting involved with a married man and marrying him]; she takes on little Friedman and loves him unconditionally; she looks after her land with dedicated care. It is hard work, but she knows it will yield results and she will be able to live off the produce.
2. 2.1 The story is told by a 3rd person narrator, looking in 'from the outside'. There is no insight into the thoughts and feelings of the characters which an omniscient narrator would include.
 2.2 While the author treats the young boys fairly kindly, acknowledging their free spirit and youthful fears, she comments that they don't add much value to the household, except for bringing home food in early summer. In contrast, the young girls are praised for their strong involvement with the household chores, making a difference to family and community life. Her opinion of adult men is less favourable, describing them as 'dull' and with few interests. There is a clear bias towards women and their positive attributes.
3. 3.1 Personal opinion. It seems as though the 'beautiful creature' charmed everyone. Parents punished their children but always seemed to sing Friedman's praises. His manner and attitude just won people over. You could argue that the community didn't want to upset Sejosenye by complaining as she was such a respected member of the community.
 3.2 She must have seen what was happening. She tried to guide her grandson through stories rather than in a heavy-handed way, and she was successful (except Friedman was ignorant of the ways of the outside world which led to his death).
4. Sejosenye realises that Friedman loves the Robinson Crusoe story and embellishes it, making Robinson Crusoe a brave, selfless man. It has an impact on Friedman. His activities become bigger, bolder and braver. He has a strong desire to help people. He helps his grandmother and the community as best he can. Sadly, his bold approach to life may have resulted in his death as he faces the truck with a 'devil-may-care'* attitude. Granted, he assumed the driver was a local person who would know him and slow down, but it was a reckless action.
 *cheerful and reckless.
5. Wind is a natural phenomenon; part of the environment. It is free and does as it pleases. In the story, the wind is symbolic of personal or spiritual freedom that allows people to be true to themselves. This applies particularly to Friedman (notice how his name includes the concept of freedom), the other young boys and the community which is free of outside influences. By including 'a boy' (not 'the boy' or 'Friedman') in the title, the story can be applied to any boy. The story becomes universal.



6. 6.1 Traditional way of life: close community; share resources; watch out for each other; caring; show responsibility; pace is slow 'motorists either stopped for them [the goats on the road] or gave way'.
Modern/city life: status and money driven; uncaring; irresponsible; always in a hurry.
- 6.2 Here are a few ideas: Friedman is described as having a musical 'lilt' in his voice, and the grace of a 'gazelle'. He became 'king of kings'. The community is 'hypnotised by a beautiful creature'. Sejoseny was 'given to dreaming ... liked to sing'.
On the other hand, the lorry 'squashed' the boy at a 'crazy speed' and 'careered' on. Friedman's face was 'a smear' on the road. The lorry driver was in 'such a hurry' and 'couldn't be bothered to take driving lessons'.
The words used to describe Friedman and his grandmother have positive connotations. The writer uses gentle words or words related to nature. The words create a picture of a charmed, happy life. In contrast, descriptions of the truck driver have a negative bias suggesting that the modern world he lives in is a world of speed/a callous world/a world in which people have forgotten how to care for others.



The girl who can – Ama Ata Aidoo

1. The story is told from her point of view and we can clearly see how she thinks and what she is feeling. By being given access to her thoughts, we get to know her better. We understand her confusion and hurt when Nana makes fun of her legs, or when she gets mixed reactions to her comments (i.e. either told NEVER to repeat them or hysterical laughter). We also see her sensitivity as she notices her mother's hurt which she keeps hidden from others: 'I knew from her voice that my mother was weeping inside'. We also appreciate her innocence when she thinks 'one should be able to do other things with legs besides having them to support hips that can make babies'.
2. She is a thinker/likes to work out things for herself/enjoys finding answers. This might be a natural instinct or a learnt character trait after being reprimanded or laughed at so often by Nana.
3. 3.1 metaphor
3.2 The womb is compared to a quiet, protected country/land.
3.3 The alliteration of the 's' sounds emphasizes the silence, stillness and comfort of the womb.
3.4 Reality is totally different ... it is noisy and confusing.
3.5 For Adjoa it is not a world of 'comprehension' ... as she finds the reactions of adults very confusing.
4. 4.1 She can be nasty and hurtful. She is domineering and likes her opinion to be heard, and not to be challenged.
4.2 TRUE. Adjoa comments that she really likes her Nana who is only occasionally mean ... she cannot work out what triggers Nana to be a 'bad' person at times.
5. Maami wants Adjoa to have more opportunities than she had. Maami feels her lack of education has locked her into 'darkness' and wants to empower Adjoa. She should 'learn to write and read ... and a little besides ... able to calculate some things on paper'. The theme of women empowerment is highlighted. Adjoa needs more than having 'solid hips ... to be able to have children'. (An unintended consequence of her going to school is the discovery of her talent for running which she will now be able to develop.)
6. '... if I had been the uniform, I would have said aloud that I had had enough.' OR '... old clothes are always so stiffly starched, you can hear the cloth creak when she passed by.'
7. Personal opinion. She would probably like to challenge her mother, saying that she had been wrong about Adjoa's legs, but thinks it is better to keep quiet, and just be happy with this personal knowledge. She might be so full of pride that she is speechless.



Triumph in the face of adversity – Kedibone Seku

1. 1.1 Thembekile does change, but in a negative way. She goes from a young lady who has hopes and dreams to someone with a 'hopeless soul'. Her happiness turns to fear as her marriage fails, her husband beats her and she is afraid for her life and the life of her children. Her fear seems to freeze her – she cannot act or chooses not to act/does nothing to protect herself or her children or to make a better life for them.
 1.2 Jabulani also changes in a negative way. He initially seems to have a mind of his own, and marries Thembekile against the wishes of his mother, but then fails to protect his new wife from his mother's nasty badgering. Once they move to the Squatter Camp and he has lost his job, he becomes 'despicable', drinking too much, beating his wife and children, and being objectionable and unreasonable. Although he loses his job, there seems to be no initiative to find work or earn money. He chooses rather to steal from his daughter and wallow in his poverty.
 1.3 Thulisile is a kind person who tries to protect her siblings and mother, but is very despondent because of their poverty and her mother's lack of action against her father. When she encounters people who encourage her and give her hope, she becomes determined to make a difference to her family's lives. She has dreams of owning her own business and goes on to not only be a successful business person but also a TV celebrity.
2. She encourages her son not to face his responsibilities as a father; she speaks badly of Thembekile only because she is a city girl; she shows her daughter-in-law no respect, is judgemental and distrusting; she does not allow Thembekile to show her worth, or to follow her dreams.
3. The paragraph gives a lot of detail but the language is not emotive or sensational/the language does not include words with many negative connotations; it is rather matter-of-fact or possibly journalistic. The camp is cramped, dirty and unsafe, but the writer does not use words like *stench* or *filth* or *squalor* which would create a more vivid reaction. Thulusile is realistic about her circumstances, not that she likes it, but because she cannot do anything about it. There is no point in ranting against it as she cannot change it, at that stage.
4. Personal response. She is embarrassed and ashamed of how her marriage and life has turned out; she has her pride and does not want to ask people directly for help; she realises she has caused her parents sadness and avoids them in order to not make it worse for them; she is a very private person and doesn't want other people feeling sorry for her; she is scared of her husband and his reaction if she goes against his wishes; she married him 'for better for worse'. What do you think made her stay with him, even after the children had left?
5. Here are a few examples.

Hope:

Mr Nkwane takes the time to talk to Thulisile about her future, her goals and her choices.

[Although she did not accept what he had to say at that stage.]

Mme Sadike offers her advice, telling her to 'rise above the odds', and suggests how the family can escape their awful circumstances.

Her grandparents trust her and are happy to give/loan her money (as long as she promises not to use it for something illegal.). They have faith in her which must have given her hope and confidence.

Mr Rathebe gives her a chance, which shows her that there is hope and goodness in the world.

[Any 2]

Kindness:

The neighbours give them food when they can. [Later when she is able to, Thulisile helps her neighbours with food.]

Mme Sadike is kind-hearted and accepting, comforting the distressed Thulisile.

Her maternal grandparents are kind, loving, caring and accepting.

Mr Nkwane guides and advises her e.g. to open a PO account to keep her money safe.

Her friend suggests she applies for a TV job as she has faith in Thulisile's abilities.



6. 6.1 dignity – just because they were poor didn't mean that she didn't deserve respect.
6.2 Thuslisile misinterprets Mr Nkwane's actions and thinks he feels pity for her and will tell everyone about her situation. This seems unlikely as his actions appear to be genuine as he is concerned about her performance at school and her future. He later helps her open a PO account which suggests that Thuslisile found him to be trustworthy. While she might not know her grandparents well, we assume she has always had a good, loving relationship with them (or they have never acted in a way to make her distrust them) and now that she is desperate she feels she can trust them to respect her request and treat it with love and care.
7. She asks her grandparents for money to start a business selling sweets.
She gets a job at a fish and chip shop.
She applies for a job as a TV presenter.
8. Yes, she is grim/unhappy at the beginning of the funeral, thinking of 'the waste of life'/her mother's unfulfilled potential which brings up memories that 'I swore would never ever resurface'. But by the end she remembers that she has been able to grow/be successful or been lucky and that the 'future looks bright'/'What remains is endless possibilities.'/she will live her mother's dream of fame.

Contextual Questions

Forbidden Love – Can Themba

Contextual question: Read the following extract and answer the questions set on it. The number of marks per question serves as a guide to the expected length of your answer.

Read from page 16 ‘Hello; Davie;’ she began.’ until page 17 ‘... now heaving with emotion.’

[Salome confronts Davie in front of his family.]

Questions

1. Outline the situation as described in the first paragraph. (4)
2. The reactions of people can tell you something of their personalities. How is this true of:
 - 2.1 Davie’s first reaction? (2)
 - 2.2 the ‘old man’s’/the father’s reaction? (2)
3. Earlier, Michael couldn’t understand his sister’s reason for not naming the father of her child. He concludes that: ‘A woman in love is operating at the lowest level of the intellect.’ Discuss how Salome’s behaviour in this extract shows this statement to be TRUE OR FALSE. (3)
4. Salome goes from being ‘cool’ to ‘heaving with emotion’.
 - 4.1 How has this meeting proved to be a turning point in her life? (2)
 - 4.2 Explain her emotional state. (2)
5. How does the contrast between the reactions of the mother and father in this story reflect the themes of the power of love and apartheid? (4)

Suggested Answers: Forbidden love

1. Davie beat up Michael (a black man) ✓ for getting involved with his sister (a coloured lady); ✓ but Davie has been in a relationship with Michael’s sister (Salome; the speaker) who is also a black person. ✓ Salome suggests that it is only fair now that he (Davie) is beaten up for crossing the colour line. ✓
2. 2.1 Davie denies his responsibility. ✓ He is a liar; ✓ and a hypocrite. ✓ [any 2]
2.2 He refuses to accept the truth ✓ (that his son has been involved with a Native). ✓ He is out of control/angry ‘shrieked’. ✓ [any 2]
3. It is false as she is acting with great intelligence. ✓ She brings evidence ✓ with her to prove her statement: a photo of Davie that he once gave her/love letters that he had written to her. ✓
4. 4.1 She has always trusted Davie/accepted that he couldn’t be open about their relationship ✓ but now she sees that the man she loves is a liar/hypocrite/does not accept his responsibilities. ✓
4.2 Realising the truth ✓ has left her emotionally drained. ✓
5. The father is a racist and is outraged that his son has had a relationship with a black woman; ✓ he ignores the fact that love may have been involved/the destructive power of apartheid is highlighted. ✓
The mother has always been silent but is opposed to the apartheid rules/system/racial divisions. She breaks her silence and opens her heart to Salome and her grandchild ✓ which shows the healing quality of love. ✓



Rejection – Mariama Bâ

Contextual question: Read the following extract and answer the questions set on it. The number of marks per question serves as a guide to the expected length of your answer.

Read from page 55 ‘Binetou, like many others, was a lamb slaughtered ...’ to page 56 ‘... borne twelve children.’

[The narrator considers her circumstances.]

Questions

1. ‘Binetou ... was a lamb slaughtered on the altar of affluence.’
 - 1.1 Name and explain this figure of speech. (2)
 - 1.2 What themes are highlighted by Binetou’s decision? (2)
2. How does Daba’s reaction conflict with the society she lives in? (2)
3. The narrator comments: ‘... if Modou was milk ... smell of milk.’ What does she mean? (2)
4. The narrator has to ‘grasp the problem’. What is her problem? (2)
5. The final paragraph mentions her possibly leaving her husband.
 - 5.1 What does she decide to do? (1)
 - 5.2 What does her decision tell you about her personality? (4)
6. The narrator calls herself a ‘betrayed woman’.
 - 6.1 What does the word ‘betrayed’ mean and how has she been betrayed? (2)
 - 6.2 The story is called ‘Rejection’. What does this word mean and why is it a more appropriate title than ‘Betrayed’? Consider the full story in your answer. (4)

**Suggested Answers: Rejection**

1. 1.1 Simile. Just as a lamb is killed or sacrificed ✓ so too are Binetou’s youth, education, dreams or personal goals sacrificed/killed. ✓
 1.2 The importance of education; the role of male dominance; the pull of wealth; the corrupting nature of greed. [Any 2] ✓✓
2. Daba lives in a Muslim, male-dominated community/a community where women are expected to accept decisions by the male head of the family. ✓ She urges her mother to leave the marriage – this reaction conflicts with what is expected of her.
3. As the first wife, she experienced the cream (the best of Modou) ✓ while the second wife had to make do with what was left (milk that only vaguely smells of milk.) ✓
4. Her husband has taken another wife ✓ and she has to decide how to react to the situation. ✓
5. 5.1 She decides to stay/not to leave/not to ‘break’ with her husband. ✓
 5.2 She is a traditionalist/loyal wife/dependent on her home and family. ✓ In order to maintain the things she loves, ✓ she considers the options and decides to stay with her husband. She is practical, sensible, thinks deeply. [Any 2] ✓✓
6. 6.1 ‘betrayed’ means deceived/cheated. ✓ Her husband has taken a second wife. While it may be accepted behaviour in a Muslim community, the narrator still feels as though the man she loves has turned his back on her/is no longer loyal/did not tell her beforehand of his plans to marry again. ✓
 6.2 ‘rejection’ means not to accept something. ✓ In a way, the narrator has been rejected or discarded by her husband. ✓ But in the story, the narrator grows as a person and is able to reject the plan outlined by Tamsir ✓ which gives her a sense of purpose and of self-worth. She has reclaimed her dignity and asserts her independence. ✓



Eveline – James Joyce

Contextual question: Read the following extract and answer the questions set on it. The number of marks per question serves as a guide to the expected length of your answer.

Read on page 61 from ‘She had consented to go away ...’ until page 62 ‘... danger of her father’s violence.’

[Eveline weighs up her options.]

Questions

1. Give the details of where Eveline is going. (2)
2. ‘Was she wise?’ Eveline weighs up her options.
 - 2.1 From the extract, provide two advantages of staying. (2)
 - 2.2 Give two reasons for leaving that are mentioned in the passage. (2)
 - 2.3 Eveline does not mention Frank when weighing up her options. Why do you think that is? (2)
3. 3.1 What is Miss Gavan’s tone in the comments included in this extract? (1)
 3.2 Given Eveline’s relationship with Miss Gavan (and one assumes her colleagues), what do you think they are likely to say when she runs away ‘with a fellow’? (2)
4. In this extract, Eveline recalls her mother and how she was shown no respect. Looking at the story as a whole, how does her mother’s life influence her decision? (4)
5. Select one of the themes listed below and briefly mention how they are highlighted in this extract. Reference can also be made to the rest of the story. (4)
 - ** security
 - ** importance of family
 - ** responsibility

**Suggested Answers: Eveline**

1. She is going to Buenos Ayres/a country overseas ✓ with Frank ✓ to be his wife.
2. 2.1 It is her ‘home’; she has food; it provides shelter; she knows people; she has a job. ✓ ✓
 [any 2]
 2.2 She works very hard; she is shown no respect; she is fearful of her father. ✓ ✓ [any 2]
 2.3 Personal opinion. There doesn’t seem to be a lot of passion in her feelings for Frank/does she really love him? ✓ Her arguments deal with her home/family/work/personal desires. ✓
 You could argue that her love for Frank is not in question/it is a given ✓ so she looks at all the other influences, ✓ but a young girl in love would be more inclined to include her lover in the argument.
3. 3.1 Critical/disapproving/cutting [any 1] ✓
 3.2 They will probably be a lot more critical than to call her ‘a fool’. They might call her a hussy, loose woman ... ✓ or any other derogatory word ✓ for a woman with loose morals.
4. She does not want to have a wasted life ✓, as she thinks her mother had/a life only of hardship, with no pleasure ✓, and this spurs her on to leave with Frank. But her mother’s delirious words, ✓ warning of no pleasure without pain, makes her hesitant ✓ to make the break with her homeland/convinces her that you cannot escape from pain – it is part of life.
5. security: the battle between the known (secure) ✓ and the unknown (insecure) ✓ – she has to choose between the life she knows even if it is imperfect, ✓ and the life that seems more comfortable/safe/happy but which is totally foreign to her. ✓
 importance of family: being close to people who are family and friends brings comfort, ✓ but sometimes these relationships can also be frightening/threatening. ✓ The question is whether to hang onto an imperfect family ✓ and risk everything on a person/situation that seems to offer a better life or risk everything on a relative stranger who may one day become family. ✓
 responsibility: Eveline works hard for her family/trying to keep it together. ✓ She also works hard at work. This shows that she is a responsible person who has not shrunk away from her duties/commitments. ✓ But she gets very little in return. ✓ The theme questions whether she should shoulder her responsibilities blindly or do something to make a better life for herself. ✓

A bag of sweets – Agnes Sam

Contextual question: Read the following extract and answer the questions set on it. The number of marks per question serves as a guide to the expected length of your answer.

Read on page 69 from ‘I had been the closest to her ...’ until ‘... and left the shop.’

[Kaltoum reflects on her sister’s attempts to find acceptance.]



Questions

1. Put the extract in context: what is there to forgive, as mentioned in the first sentence? (2)
2. Kaltoum and Khadija were very close when they were younger. Why does Kaltoum not ‘relent’? (2)
3. How are the themes of religion and culture highlighted in paragraph 1? (3)
4. Both sisters plan their behavior, but their intentions and actions are very different. Outline the differences and quote to support your answer. Focus on the underlined words in your answer. (6)
5. ‘... I reached for a fistful of sweets, placed it in a paper bag and shoved it into her arms ...’
How does the diction/use of vocabulary show Kaltoum’s emotions at this point? (4)
6. How does the bag of sweets come to symbolize the conflict between the sisters? (4)

Suggested Answers: A bag of sweets

1. The family have not forgiven their sister for leaving them/their culture ✓ and marrying a Christian man, ✓ and, in their minds, hastening the death of their parents. ✓ [any 2]
2. She was very hurt by her sister; her sister didn’t tell her what she was going to do. She resents that/will not forgive her; her heart has become very hard in order to survive the anguish she has been through; by not relenting she continues to control the family which gives her a sense of power. (Any 2) ✓✓
3. Her brothers go to the Mosque to pray on Fridays which reflects their Islamic culture. ✓ They have shunned their sister because she has broken with their cultural and religious traditions. ✓ As Kaltoum is the eldest, she believes she can control the family. ✓
4. Kaltoum wants to avoid emotional interaction; ✓ she resists her sister’s friendliness/she ignores her sister/she avoids eye contact/she keeps busy. ✓ Her actions are planned ‘meticulous’-ly. ✓ Khadija wants to be reunited with her family/hopes that her sister will accept her so that the family will follow her example. ✓ She is chatty, light-hearted, enthusiastic. ✓ But it must have been an effort for her as all her other attempts met with failure. Her actions are ‘superbly acted’. ✓
5. ‘fistful’ – a fist is usually associated with aggression ✓ – she grabs a handful of sweets: by using the word ‘fistful’ we see that she is angry, frustrated, upset. ✓ This is further confirmed by how she ‘shoved’ (a rough action) the sweets at her sister. ✓ She doesn’t want to show any softness/acceptance/capitulation. ✓
6. Khadija accepts the gift happily as she sees it as a sign of progress/resolution/that she may be reunited with her family/the conflict may be over. ✓ ‘Her face softened.’ ✓ We find out later that Kaltoum gave her sister cheap sweets ✓ as a means to insult her sister/intensify the conflict/convince her to stay away. ✓



Class act – Namhla Tshisana

Contextual question: Read the following extract and answer the questions set on it. The number of marks per question serves as a guide to the expected length of your answer.

Read on page 85 from ‘I put on my tunic ...’ until the end of the story.

[The narrator goes to school in her new tunic.]



Questions

1. Explain why the narrator might have looked ‘like a nun’. (3)
2. What does she mean by ‘Renato’s three fingers’ length’. (2)
3. 3.1 What ‘handiwork’ had Ayanda done? (1)
3.2 What is the problem with her handiwork that leads to more teasing? (2)
4. ‘Flip, I could see my thighs and knock-knees – and so could everyone else.’
What is the narrator feeling at this moment? (1)
5. “Whoa, Sister Mary has undergone a makeover! Who knew she had nice legs.”
5.1 What is Renato’s tone here? (1)
5.2 His tone changes later in the paragraph. How has it changed, and how do you know that it has changed? (2)
6. The inclusion of African sentences gives the story’s setting more authenticity. Do you think this is true or false? Explain your answer. (1)
7. Quote two examples of colloquial language that reflect the narrator’s teenage nature. (2)
8. 8.1 What is the major conflict in the story? (3)
8.2 How is the conflict resolved, and what does it say about the narrator? (2)

Suggested Answers: Class act

1. Her mother had bought a tunic one size larger, ✓ and it was very long. ✓ Her classmate, had nicknamed her Sister Mary Clarence, joking that she looked like a nun. ✓
2. Renato reminded the new learners that the school rule ✓ said that the length of the skirt should be no shorter than three fingers above the knees. ✓
3. 3.1 She had shortened the tunic. ✓
3.2 She used white cotton ✓ which the children saw and teased the narrator about the white ‘tracks’ on her hem. / She took the hem up too much, so the narrator was teased for showing off her legs/panties. ✓
4. She is self-conscious/anxious/is doubting ✓ her desire to have a shorter tunic.
5. 5.1 complimentary/approving ✓ (You could argue that he is being sarcastic.)
5.2 He goes back to mocking/teasing her ✓ as he ‘hissed’ ✓ at her.
6. Personal opinion. True as it reminds the reader that the setting is in the Eastern Cape/that the characters don’t only speak English. OR It tells the reader that she is not the only one who doesn’t come from an Afrikaans background, so the bullying has nothing to do with racism or xenophobia. OR False as the English translation is provided – it just repeats content and adds nothing.
7. ‘flip’, ‘freak’. ✓✓
8. 8.1 Her classmates tease her ✓ about her clothes and appearance which embarrasses, hurts and annoys her. ✓ This leads to inner conflict as she considers how to change the situation. ✓
8.2 She decides to accept the teasing ✓ as she cannot change it. She is sensible and practical, finding solutions to problems; she finally accepts the situation with good humour/makes the best of the situation. ✓



What does ‘a class act’ mean? As a class, brainstorm the possible reasons for the story being given this title. Do you think it is appropriate? If not, what would you have called the story?

The wind and a boy – Bessie Head

Contextual question: Read the following extract and answer the questions set on it. The number of marks per question serves as a guide to the expected length of your answer.

Read from the top of page 134 'She is like that' ... until the end of the next paragraph, '... called the baby Friedman.'

[Sejosenyé waits for her grandson to arrive.]

**Questions**

1. Did Friedman keep Sejosenyé's 'heart warm' when he was a child? Explain your answer. (1)
2. What personal qualities of Sejosenyé are highlighted in this extract? (2)
3. The narrator makes her attitude towards the daughter quite clear. What is her attitude towards the daughter? Quote to support your answer. (4)
4. 'Sejosenyé haunted the hospital, awaiting her bundle'.
 - 4.1 What figure of speech is the use of the word 'haunted'? (1)
 - 4.2 What does the word tell you about how she was feeling? (1)
 - 4.3 Is the use of the word 'bundle' uncaring in this context? Explain your answer. (2)
5. The doctor walked 'out of his path to talk to her'.
What does this tell you about the doctor? (2)
6. How does the clash of the traditional and modern worlds result in Sejosenyé's death? (4)

Suggested Answers: The wind and a boy

1. Yes. He delighted her and she doted on him. ✓ [Difficult to argue that he didn't. No mark for Yes or No.]
2. Any 2: caring, loyal, dedicated ✓✓
3. She disapproves of (1) her carelessly getting pregnant. ✓ 'casual mating she had indulged in' ✓
OR (2) her callous treatment/reaction to the baby ✓ 'she handed the child over to her mother and that was that' ✓ OR her drive to follow the modern world/money at the expense of family life ✓
'wanted to return to her job almost immediately' [and 2 x 2] (4)
4. 4.1 metaphor ✓ [compares Sejosenyé to a ghost]
4.2 She is very concerned/worried/anxious. ✓
4.3 Although the word isn't filled with emotion or care, Sejosenyé's eagerness ✓ to receive the bundle allows us to understand that the word isn't used callously. She does not know what to expect (girl/boy/happy/sad/healthy/unhealthy) ✓
5. He was very considerate/caring. ✓ He knows how eager she was to receive the baby ✓ and admired her or wanted to help the old lady. ✓ [any 2] (2)
6. Friedman is not familiar with the ways of the modern world/hasn't been exposed to the modern world. ✓ He misjudges a situation/takes a risk ✓ which results in his death. ✓ Sejosenyé dies of a broken heart at his death. ✓



The girl who can – Ama Ata Aidoo

Contextual question: Read the following extract and answer the questions set on it. The number of marks per question serves as a guide to the expected length of your answer.

Read on page 146 from ‘Yes, I have won ...’ to ‘ “... And then who knows? ” ’ (p. 146)

[The narrator considers the reactions of her family to her running success.]

Questions

1. Complete the following sentence by filling in the missing words. Write only the word and the question number in the answer book.

The narrator of this short story is a) _____ who is only b) _____ years old. She has long, thin c) _____ and lives in a village in d) _____ (4)

2. a) What does the repetition of the word ‘Yes’ in the first paragraph suggest about how the narrator feels? (1)
b) State TWO reasons why she feels this way. (2)
3. Explain the significance of the fact that Nana carried the cup on her back ‘like they do with babies, and other precious things’. Refer to the whole story in your answer. (2)
4. Quote THREE WORDS from the extract to prove that the following statement is FALSE. (1)
This is the first time that Nana has seen the narrator run.
5. One of the themes in this short story is the empowerment of women. Explain how this extract contributes to this theme. (3)
6. ‘Oh. Grown-ups are so strange.’
How does
a) the diction and
b) punctuation in the last paragraph contribute so well to the narrator’s idea of Grown-ups? (2)
7. The narrator’s mother is mentioned once in this extract. Is it fair to say that she plays only a minor role in the story? Discuss your view. (3)



Suggested Answers: The girl who can

1. a) Adjoa ✓
b) seven ✓
c) legs ✓
d) Ghana ✓
2. a) She is very happy/overjoyed/excited/ecstatic. ✓
b) She has won every race for her school ✓ and has been awarded a cup for all-round best Junior athlete / she has proved what she can do with her legs. ✓
3. Nana always complains that Adjoa’s legs are unsuitable for childbearing. ✓ The fact that she is carrying the cup on her back like the women in the village do with babies tells us how important this cup means to her/how much she appreciates that her granddaughter is special. ✓
[Or something similar but must refer to Nana’s concern about Adjoa’s legs before the extract.]
4. ‘And this time’ ✓ proves this can’t be the first time Nana has walked there.
5. By going to school, Adjoa is empowered because she discovers another use for her legs. ✓ Nana carries Adjoa’s cup proudly on her back like a baby and walks with the team even though ‘such things are not done’ proving that she has changed the way she thinks about the traditional role of women. ✓ In the last line, she mutters, “Thin legs can run ... then who knows? ...” Instead of complaining about Adjoa’s thin legs, she has come to believe in the idea that a girl can do other things. ✓ [Accept a relevant response which shows an understanding of the theme as it relates to the extract.]

6. a) The repetition of words, particularly 'muttering', makes us think of an older person talking to herself/repeating words to herself. ✓
b) ellipsis is used to indicate that Adjoa is only picking up some of the words that Nana is saying/that Nana is overcome with emotion/that Nana is still going on about Adjoa's legs ... all of which are 'strange' to Adjoa. ✓ [Consider other examples]
7. Yes, she has a minor role because little changes for her. She is described as having a 'little courage' and at the end is 'still speechless' even though her daughter has been successful. She doesn't even watch Adjoa run.

OR

No, it isn't a fair statement because Maami is the one who insisted that Adjoa attended school. The fact that Nana takes the cup to show Maami before taking the cup to the headmaster tells us that even Nana recognises the role Maami has played in Adjoa's success. Despite being in the background, her character is important to the story because the disappointment she feels about not attending school contrasts with her daughter's happiness and success thus highlighting the theme of empowerment of women. ✓✓✓

[No mark for YES/NO. Open-ended answer. Accept a relevant response which shows an understanding of Maami's character and role in the story. Credit responses where a combination is given. For full marks, the response must be well-substantiated.]



Triumph in the face of adversity – Kedibone Seku

Contextual question: Read the following extract and answer the questions set on it. The number of marks per question serves as a guide to the expected length of your answer.

Read on page 159 from the middle of the page ‘People were not very helpful ...’ until the end of the page.

[Thulisile tries to find a solution to their problem.]

Questions

1. Place this extract in context. What is Thulisile doing and why? (3)
2. Explain how her family ended up in the squatter camp. (2)
3. ‘She was very gracious’. How do Mme Sadike’s actions show that she is truly gracious? (3)
4. 4.1 Mme Sadike says she should ‘rise above the odds’. This means that she should:
 - A. think about gambling to make money
 - B. act as though she is better than others
 - C. go back to her teacher and understand his advice
 - D. not let her circumstances get her down (1)
- 4.2 Briefly explain what Thulisile’s first steps were to ‘rise above the odds’. (2)
5. How had Thulisile reacted to her teacher’s words? Explain her reaction. (3)
6. How does this extract highlight a major theme in the story? Refer to the story as a whole in your answer. (4)

Suggested Answers: Triumph in the face of adversity

1. She is trying to find some work ✓ in order to buy food for her siblings who are hungry ✓. After many hours she meets Mme Sadike ✓ who treats her differently.
2. Her mother wanted to move away from MaDlamini; her father lost his job and could not find another one; her mother did nothing to help improve their situation. [any 2]
3. She does not judge Thulisile for being poor or dirty; she is kind and considerate/she asks her name and comments that it is beautiful; she takes time to ask what the problem is; she shows care, support and concern. [any 3]
4. 4.1 D
4.2 She asks her grandparents to loan ✓ her money in order to start a business. ✓
5. She had been angry/hurt/offended ✓ as she thought he felt sorry for her ✓ and would tell everyone about her problems. ✓
6. It reflects the themes of HOPE or KINDNESS given by others or of USING OPPORTUNITIES.
Hope: Thulisile accepts the advice offered by Mme Sadike in order to find a better life. ✓ She realises that her teacher had been trying to help her./She realises that there is a solution ✓ Later she meets other people who are also willing to assist her/give her hope. ✓
OR
Kindness: Mme Sadike opens her home to her, listens to her story, holds her and comforts her. ✓ Thulisile listens to Mme Sadike’s advice because she knows she means well. ✓ Consequently, Thulisile leans on others who have showed kindness (like her grandparents and her teacher) ✓ to help her initially.
OR
Using opportunities: she realises that there are solutions, she just needs to find them. ✓ Both her teacher and Mme Sadike tell her to find ways out of the bad situation she is in./She plans and is determined to make the most of her opportunities or to create opportunities for herself. ✓ She makes use of other opportunities later in the story e.g. opening a bank account to protect her money/applying for the TV job. ✓



Forbidden love by Can Themba

Apartheid was based on a number of policies designed to keep people apart and separate. Some of the laws were formalised in various Acts of government:

- 1. Population Registration Act
- 2. Immorality Act
- 3. Group Areas Act
- 4. Pass Laws Act
- 5. Separate Amenities Act

Source: <https://www.cortland.edu/cjis/suzman/apartheid.html>

Divide the class into 5 groups. Each group will focus on one of the Acts. The group should interview at least 10 people who recall how the act impinged on their lives. Each group should then create a poster, collage or visual presentation to show what impact the particular act had on the lives of people. (Interviewing older people will probably yield the most interesting or informative feedback.)

Questions

1. Michael claims that everybody is afraid. Explore this statement by completing the table below.

CHARACTER	PERSONALITY TRAITS	PERSONAL FEARS
Dora		
Michael		
Father		
Mother		
Salome		
Louisa		
Meneer Carelse		
Mr Phillips		
Davie		

2. Select a few words from the fourth paragraph of the story (‘He led her higher ...’) which convey the underlying passion between Dora and Michael.
3. Is this real love or just the thrill of being a ‘forbidden love’?
4. Dora’s shame probably reflects the shame that the whole community, or even the country, was feeling. Summarise her shame and confusion.
5. Dora comments that her mother is very quiet and she fears that she (Dora) is ‘doing just the thing that my mother fears her words might influence us into doing’. How do you interpret these words?
6. List a few examples of how apartheid themes are woven into the story.



7. 7.1 Is there a difference between teasing and bullying, and if so, what is the difference?
7.2 Do you think the teasing/bullying in the schoolyard is dealt with seriously? Explain your answer.
8. 'But it did somehow mysteriously happen that the whole world came to know of it.'
8.1 How do you think the news spread, and why?
8.2 What does Dora's reaction to this situation tell you about her?
9. When you first read the story, did you expect Dora to be a white person? How is the theme of apartheid highlighted by her being a coloured person?
10. How is the final scene a turning point for both the mother and Salome?
11. 'Let's talk of love.' Do you think love is a significant theme in this story?



A stereotype is a mental picture commonly held by members of a group that represents an oversimplified opinion, prejudiced attitude or uncritical judgement.

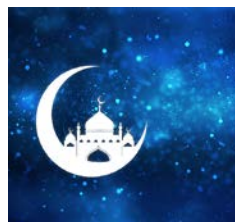
Working in small groups discuss which of the characters could be regarded as stereotypes. Select one character that you think is a stereotype and create a poster with their image and words, definitions, actions or qualities that show their stereotypical nature.

As you read other stories, keep your eyes open for other characters who may be regarded as stereotypes.

Rejection by Bâ Mariama

A number of stories in the anthology are set in Muslim communities. If you are not familiar with Muslim traditions, work in groups to find out more about:

- Friday prayers
- Daily prayers
- Fasting
- Marrying a non-Muslim person
- Taking a second wife
- Leaving the faith



Report back to the class as a group so that you all have a better understanding of the religion and culture.

CLASS DISCUSSION: There are many ways you can show disrespect for a person. Brainstorm as many as you can think of. Sometimes showing disrespect can be very subtle, so think carefully.

Questions

1. The story is written in the first person. What advantages does this have for the reader?
2. An unreliable narrator is **an untrustworthy storyteller**, most often used in narratives with a first-person point of view. The unreliable narrator is either deliberately trying to hide the truth or pointing the reader in the wrong direction.
Source: <https://www.masterclass.com/articles/what-is-an-unreliable-narrator-4-ways-to-create-an-unreliable-narrator-in-writing>
Do you think the narrator is unreliable? Support your answer with examples from the text.
3. After hearing the news of her husband's second marriage, the narrator thinks back and wonders if she should have seen the signs.
 - 3.1 What were the signs that she should have seen?
 - 3.2 Why do you think she didn't see the signs?
4. When the group of men initially visit the narrator, Tamir says "You have always held us in respect." Explain why this is ironic at this point of the story.
5. 5.1 Compare the narrator's outward and inner reaction to the news. What does this tell you about her?
5.2 She decides not to 'break with him', not to follow the 'liberated' decision. Do you think she made the correct decision given her personal circumstances? Explain your opinion.
6. The narrator asks 'Why did he put Binetou between us?' Why do you think Modou was attracted to Binetou?
7. Do you think Modou and Binetou were happy?



8. A number of themes are explored in this story. Find an incident or quote to highlight each of these themes.
- 8.1 importance of education
 - 8.2 role of culture
 - 8.3 gender inequality
9. 9.1 What is Tamsir's attitude in the meeting that he has with the narrator towards the end of the story?
- 9.2 How does the narrator's reaction in this meeting contrast with her reaction in the first meeting. What change in her is reflected in her reaction at the second meeting?



The author uses excellent diction and syntax to describe situations. Working in small groups, select one of the extracts below (from pages 56 – 57) and discuss the choice of words and sentence structure used by the author to convey meaning effectively.

- 'In one couple the man may be the victim ... irresistible call for silence.'
- 'With others it is the lure ... accustomed to shuffling them'
- 'I loved my house ... his slightest desire.'





Eveline by James Joyce

What does the word HOME mean to you? Is it a place, a house, people in a place? Discuss it with a friend and then write your personal definition of HOME.

Questions

1. The opening paragraph refers to 'the odour of dusty cretonne'. How do the words 'odour' and 'dusty' represent how Eveline is feeling about her life?
2. Eveline says she 'must escape'.
 - 2.1 From what does she feel she must escape?
 - 2.2 Are there any positives in the place where she currently is?
 - 2.3 What lies ahead, as an alternative to what she wants to escape from?
3. The story is set in Ireland.
 - 3.1 How is the setting established as Ireland?
 - 3.2 Is the setting essential to the themes of the story or could it be set in another country or in South Africa?
 - 3.3 What would you change in the story to place it in South Africa?
4. How do memories of her mother both spur her on to leave with Frank, but also hold her back?
5. Eveline can be described as apathetic, conflicted or weak. Select one of these words and discuss to what extent you believe the word to be an accurate description.
6. Eveline's father reveals his character through his actions and his words. From the two comments that he makes, what kind of person does he seem to be?
7. While standing at the dock, Eveline has what we could describe as a panic or anxiety attack.
 - 7.1 What do the words 'She stood among the swaying crowd.' show us about her state of mind?
 - 7.2 Explain the metaphor: 'a maze of distress'.
8. Read the 3rd last paragraph on page 64. 'All the seas ... the iron railing.'
 - 8.1 Why is it significant that her feelings are described in relation to the sea and water?
 - 8.2 'All the seas of the world tumbled about her heart.'
 - A. Name and explain this figure of speech.
 - B. Comment on the impact of the world 'tumbled'.
 - 8.3 Why are the words 'he would drown her' an exact opposite of what Eveline had thought earlier?
9. The author does not end the story on a kind note.
 - 9.1 Explain the simile that he uses to describe Eveline.
 - 9.2 Why do you think the author uses such an unkind simile?
 - 9.3 Do you think Eveline really loved Frank?

Eveline recalls her mother's words "Derevaun Seraun!" which is a play on a Gaelic expression meaning 'At the end of pleasure, there is pain'.

In groups, discuss how valid you think this expression is. To what extent do you think Eveline was influenced by her mother's words?



A bag of sweets by Agnes Sam

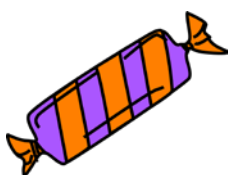
If you haven't already completed the class activity on page 29 (exploring Muslim traditions) now is a good time to do it.

What actions by your best friend or favourite sibling would cause you to reject them completely? Are there some actions that are totally unforgivable?



Questions

1. There are two sisters in this story.
 - 1.1 Which sister is the eldest child in the family?
 - 1.2 Which sister has married a Christian man?
2.
 - 2.1 The first time Khadija visits the shop she tries very hard to be friendly and gain acceptance from her sister. How does she go about it?
 - 2.2 In that first visit Kaltoum does her best to show no friendliness or emotion. How does she do this?
3. Kaltoum comments on her sister's hands on page 67: 'Her hands ... were like a bird's wings ... with the potential for unimaginable flight.'
 - 3.1 Explain the simile in this sentence.
 - 3.2 Read the rest of the paragraph. How do you think Khadija's hands gave her freedom?
 - 3.3 How had Khadija's 'freedom' lead to the destruction of 'the people we loved'? Look at the full story for your answer.
4. Decide whether the following statement is TRUE or FALSE, providing proof from the story: Khadija had never tried to restore her relationship with her family before visiting the shop.
5. Kaltoum is the eldest child.
 - 5.1 Do all her siblings feel as she does about Khadija? Explain your answer.
 - 5.2 How does she use her position in the family to keep Khadija shut out of the family?
 - 5.3 Kaltoum's brothers have a theory as to why the sisters are not making peace. Outline their ideas and comment whether you think it is a valid explanation.
6.
 - 6.1 The bag of sweets takes on a meaning all of its own. How can the sweets be seen either as a symbol of reconciliation or an insult?
 - 6.2 How do you interpret the act of Kaltoum giving the sweets?
7. What is ironic about Kaltoum almost softening to her sister on her first visit?
8. "Culture, tradition and religion, and how they combine to shape people's lives and relationships, are important themes that influence much of Agnes Sam's writing."
 - 8.1 Kaltoum and her brothers strictly follow their culture, tradition and religion. Evaluate whether this statement is true or false.
 - 8.2 By marrying a Christian, has Khadija rejected the value of culture, tradition and religion?
 - 8.3 Is it only the rejection of these values that upset her family?
9. Does the final paragraph resolve the conflict or change it?



Class act by Namhla Tshisana

“On a deep emotional level, feeling approved of makes us feel secure with ourself as a person. There is a huge degree of inner peace and security connected to feeling good about who we are.”

<https://psychcentral.com/blog/what-drives-our-need-for-approval#1>

Working with a friend, discuss what it means to feel approved. Does it make you feel secure or good about yourself? How can you make another person feel approved?

Now consider the narrator of this story: list the ways in which she is made to feel approved, and how this approval is also destroyed.

Questions

1. How would you describe the following characters? Select from the list of words in the text box below.
 - 1.1 mama
 - 1.2 Aunt Connie
 - 1.3 Ayanda

practical nurse fat helpful unproductive busy

2. Characters usually reveal their personality by the things they say and the things they do. Let's look at the narrator's character. The first-person narrator usually gives the reader greater insight into the character's thoughts and feelings.
 - 2.1 What do the opening two paragraphs of the story tell you about her?
 - 2.2 What evidence is there that she is observant?
 - 2.3 What do her comments about her Uncle George reflect about her?
 - 2.4 Her reactions and words reflect that she is a teenager. Quote to prove that this is true. (In your answer, provide one reaction and one verbal expression.)
3. What does the word 'allegedly' mean (page 82) and what does it suggest?
4. The story contains a great deal of humour.
 - 4.1 Explain how these incidents add humour to the story:
 - A. The narrator's description of her aunt.
 - B. The narrator's description of threading a needle.
 - C. Mr Saul's reaction to the noisy class.
 - D. Renato's comments to the narrator.
 - 4.2 The narrator refers to her aunt's sewing room as her 'design studio'. This is an example of:
 - A. euphemism
 - B. simile
 - C. sarcasm
 - D. exaggeration
 - 4.3 Explain your answer to 4.2.
5. The story includes examples of teasing or bullying. See page 8 where the difference is discussed.
 - 5.1 Do you think the writer deals with the issue seriously enough?
 - 5.2 'The boys make fun of me, and so do the girls.' In your opinion should the girls have been more supportive? Explain your answer.
 - 5.3 In the last paragraph, the narrator's way of dealing with the situation shows a change in attitude and highlights one of the important themes in the story. Explain the underlined parts of this sentence.



The wind and a boy by Bessie Head

DISCUSS:

- # What is meant by 'the rat race'?
- # The term is not meant in a positive way. Explain this statement.
- # Are there any advantages of being part of 'the rat race'?

Questions

1. Friedman's grandmother, Sejosenye, is a strong character. Below you will find a few adjectives that could describe her. Select any two words and find evidence or quotes in the story to support the description.
Share your ideas with your friends so that all the adjectives are covered.

Adjectives: **devoted reserved proud impressive determined**



Do you think this list describes her fully? If not, add your own adjectives and explain your view.

2. 2.1 Do you think the narrator of this story is a 3rd person narrator or an omniscient one? Explain your choice.
2.2 Sometimes an author can make personal comments in the narrative. What comments do you think Bessie Head is making about gender differences and roles in paragraph 2?
3. 3.1 As Friedman grows up, he and his gang get naughtier and naughtier, and he is a born leader. Why do you think the community never reprimands or punishes him?
3.2 How does Sejosenye deal with her naughty grandson?
4. Sejosenye loves telling stories. How does her telling of the Robinson Crusoe story create a turning point for Friedman? Consider the changes in his life and also the unintended consequences of these changes.
5. Symbolism is the use of objects to represent ideas or qualities. Think about the titles of the story. What do you think 'the wind' and 'a boy' represents?
6. One of the most important themes of the story is the traditional way of life versus modern/city life and values.
6.1 Compare the traditional way of life with the modern world by drawing up a list of the features used to portray them in the story.
6.2 The people from the two different worlds in the story are described very differently. Compare the words used to describe Friedman and his grandmother to those used to describe the outside world (as in the truck incident). Comment on the effect of the diction (choice of words) on the reader.

Working in small groups, consider other themes of the story: loyalty; pride; role of education, or any other theme that you think important. Report back to the class so that each theme is covered.



The girl who can by Ama Ata Aidoo

Questions

1. The narrator is Adjoa, a seven-year-old girl. What is the advantage of her being the narrator? Explain some of the qualities shown to us by knowing her thoughts.
2. In paragraph 5, Adjoa thinks 'I tell her something I had taken a long time to figure out'. What does this tell you about her personality?
3. In paragraph 8 Adjoa comments: '... I came out of the land of sweet soft silence into the world of noise and comprehension'.
 - 3.1 What figure of speech is included in the underlined section?
 - 3.2 Explain the figure of speech.
 - 3.3 What sound device is found in the underlined section, and what is its purpose?
 - 3.4 How does this land compare to reality?
 - 3.5 Why is the use of the word 'comprehension' ironic?
4. 'Nana has many voices. There is a special one she uses to shut everyone up.'
 - 4.1 What does this tell you about Nana?
 - 4.2 Is this statement TRUE or FALSE: **Nana is not a bad grown-up.** Explain your answer.
5. Nana and Maami argue about whether Adjoa should go to school. How does this argument highlight one of the themes of the story?
6. Adjoa has a keen sense of humour. Confirm this statement by quoting from Adjoa's descriptions of the clothing prepared for the races.
7. In the final sentence, Maami is speechless. Why do you think she is speechless?



In literature, characters can be described as **FLAT** or **ROUND**. Flat characters are two-dimensional in that they are relatively uncomplicated and do not change, while round characters are more complex and undergo development or change.

Select one flat and one round character from your favourite story and explain why you have chosen them.

Triumph in the face of adversity by Kedibone Seku



Definition of ADVERSITY: a state or instance of serious or continued difficulty or misfortune

<https://www.merriam-webster.com/dictionary/adversity>

Working in pairs, think about all the synonyms for ADVERSITY.

Consider what you think is the greatest adversity that you have had to deal with in your life. Have you triumphed over it or let it bring you down?

Questions

1. Character development, change or growth comes from within the story, through its events. Even if the change is 'no change', there has to be a set of actions that lead to that.

Source: <https://blog.lulu.com/7-tips-for-character-development-in-short-stories/>

Consider the truth of this statement by looking at the development, change or growth of the following characters and the circumstances that lead to the change (or not).

- 1.1 Thembekile, the mother
- 1.2 Jabulani, the father
- 1.3 Thulisile, the main character
2. In a country where women are often abused and have fewer rights than men, MaDlamini certainly does not set a good example. Find evidence to support this statement.
3. Read the paragraph describing the Squatter Camp on page 156. Do you think the language reflects the reality of Thulisile's life? Look at the use of words and descriptions in your answer.
4. Why do you think Thembekile does not want to accept or ask for help from anyone?
5. Hope and kindness (in the face of adversity) are important themes in this story. Thulisile meets people who provide her with both at various stages in the story. Discuss these people providing examples which highlight each of the themes.
6. Thulisile says '... the fact that I was poor didn't mean that I didn't have pride.'
 - 6.1 The dictionary states that there are three kinds of pride: *dignity, superiority and arrogance*. In this sentence, which meaning is implied? Explain your answer.
 - 6.2 Why do you think Thulisile is upset by the actions of her teacher, feeling that he had hurt her pride, but was happy to go to her grandparents whom she barely knew to ask for money?
7. 'I had to stop being a charity case.' Thulisile comes up with a plan to change things, and she adapts it as circumstances change. Mention three ways in which she tries to become self supporting.
8. The bulk of the story is a memory, a flashback that Thulisile has while her mother is being buried, but by the end of the funeral she is a different person and has changed. Do you agree with this statement? Find evidence to support your answer.

Working in small groups, brainstorm ideas on how these themes are also reflected in the story: women's rights; struggle; ambition; kindness.

