

- A. **ASPECTS TO CONSIDER IN THE DRAMA ABOUT THE PLAYWRIGHT:** - - - - - Athol HL Fugard was born in South Africa in 1932 in the Eastern Cape. He dropped out of the University of Cape Town to hitchhike through Africa. He worked as a reporter for the SABC and as a clerk in the Native Commissioner's Court. At the court, he encountered the inhumane Apartheid system. He has written plays such as *Sizwe Bansi is dead* and the novel *Tsotsi* in which the Oscar-winning film *Tsotsi* is based. In the 1980s Fugard relocated to the US to work as a professor of playwriting and returned to RSA in 2012. Fugard has received many awards, accolades and honours including an Order of Ikhamanga for "his excellent contribution and achievements in the theatre" from the government of South Africa.
- B. **BACKGROUND** - - - 1. 2. - - - - - This drama is set in South Africa in 1984 during the period of Apartheid. During this period there were many student protests and other uprisings against Apartheid and Bantu Education. There was widespread unrest in the townships. There was oppressive police and military action as well political killings.
- C. **TITLE:** The use of the pronoun "MY" in the title shows the personal response of Mr M to the plight of the children of Africa. The setting is mainly at Zolile High School, in the African continent which he loves very much. Mr M is a concerned teacher and he considers the children he teaches as his own. The use of exclamation marks in the title shows that the title is a lament (passionate expression of grief and sorrow). It is an expression of grief and sorrow especially at the waste of human life and potential. Mr M feels helpless and frustrated about the children leaving school and joining boycotts. Mr M feels sorry and pities the youth of Africa especially in South Africa where Bantu education is still in place. He feels that the world is wasting its children through wars, hunger, starvation, and famine. That is why Mr M says, 'What is wrong with this world that it wants to waste you all like that...my Children...my Africa!' Page 96
- D. **BRIEF OUTLINE OF THE DRAMA** The drama is set in 1984 during the apartheid era.
- Mr Anela Myalatya, famously called Mr M organises a debate between the two schools i.e. Zolile High school (from the underdeveloped location Brakwater) and Camdeboo Girls High School (CGH) (from the beautiful, rich and privileged town, Camdeboo). Mr M invites Isabel from CGH to participate with Thami from Zolile High in a literature contest. Thami and Isabel build a close relationship during the practice sessions. Due to the fact that Bantu education was in place for the Black learners, Thami decides to join the school boycotts and protest in order to fight it. He believes that Mr M and his ways are old fashioned i.e. believing that communication and dialogue resolve issues. The ensuing protests force Thami to withdraw from the competition. 30 - Mr M refuses to join the boycotts. He gives the names of the mob to the police, after which some are arrested. - - 3. He ends up being killed as he is suspected of being an informer. Thami goes into exile to avoid being arrested for Mr M's murder. Isabel visits Wapadsberg Pass to make a promise to Mr M's spirit that she will live her life to the fullest.
- E. **SETTING** • Most of the action takes place in Brakwater, a fictional place in the Eastern Cape.
- F. **CHARACTERISATION A)**

- G. PRIMARY Characters: They are SEEN characters as they appear on stage. They have their strengths and weaknesses. They are important and contribute to the development of the plot.

1. **MR ANELA MYALATYA (MR M):** ----- He is 57 years old. He grew up or stayed in Cookhouse in the Eastern Cape. He is an English teacher and a Principal of Zolile High School in Brakwater. He decided to become a teacher at the age of 10 while in Wapadsberg Pass Mountain (here one can see the whole of Africa, it is also where Mr M was motivated by his teacher (Pg 94-95). He is dedicated, determined, respected and passionate about his job. He believes in the value of education. He teaches English and is passionate about the language. He loves the dictionary and debates. He believes that learners who think independently can use language skills to solve problems instead of engaging in violent activities. He is working towards racial integration (invites a white school for the debate, wants Blacks and Whites to work together. Thami and Isabel). He is a symbol of unity (Blacks and Whites working together). He is a bachelor who rents the backroom of Rev Mbopa's house. He believes that education and hard work can help Africans to end Apartheid. He believes in constructive alternatives to revolutionary activities. He is anti-Apartheid and hates Bantu Education although he is forced to teach it to his students. He is not financially rich but believes that through reading and his learners he is rich. He has good academic plans for his 'brightest' student, Thami Mbikwana. He wants to get Thami a full university scholarship. He is full of enthusiasm and energy. He hates vandalism, lawlessness and is against school boycotts and opposes the pulling down of statues as vandalism and lawlessness (Ozymandias in Egypt = Apartheid leaders in SA) He refuses to accept and understand different political viewpoints. He is authoritative and believes that his duty is to teach and learners must learn. No discussions about that. He is very traditional and conservative. He is a bad loser (like Isabel). He is a narrow-minded dictator (Pg 59). He admires the Chinese philosopher, Confucius, whose principles included humanness, loyalty to nature, morality, justice and virtue. 31 - He confesses to giving the names and addresses of comrades involved in boycotts to the police. ----- He wants the boycotts to end so that learners can go back to school and to protect them as a parent and teacher. He believes that the correct way to fight Apartheid and Bantu education is through going to school and learning. He rings the bell during protests while everything is burning and there is chaos (this shows determination and how enthusiastic and strong-willed he was). He is branded a collaborator or informer "impimpi" and is killed by the comrades/mob. Mr M is beaten up with an iron rod and burnt. Mr M is not buried but his remains are disposed of in a Christian manner. Mr M's favourite learner is Thami Mbikwana. Please note: (i) Mr M ONLY gives names of the comrades NOT of his learners. (ii) He fights apartheid and Bantu Education in his own traditional way. He says he made Thami what he is i.e. eloquent. He claims Thami is intelligent because he teaches well and goes beyond what is expected of him by the system. (iii) Wapadsberg Pass was special to Mr M hence Thami believes his spirit is there. 2.
2. **THAMI MBIKWANA** ----- He is 19 years old and currently doing Matric (Standard 10/Grade 12) at Zolile High School. His parents live in Cape Town. His mother, Lillian Mbikwana, is a domestic worker and his father, Amos Mbikwana works for the railways. He lives in Brakwater location (fictional place) in King William's Town in EC. He stays with his grandmother and married sister. He regards Mr M as a parent and loves him but he NEVER told him. He has a very strong personality. He is a born leader, intelligent and

has a sly sense of humour. He is eager, gifted, eloquent, rational and controlled. He is disillusioned (disappointed) with what is going on in society. He despises Bantu education. He wanted to become a doctor when he was young. He later desires to become a revolutionary (freedom fighter). He respects his teacher, Mr Myalatya, as a parent and normally avoids conflict with him. However, in the end he directly rebels against Mr Myalatya. In primary school he used to love and enjoy school, even wanted to learn during Saturdays and Sundays. However, in grade 12 he no longer enjoys school and does not want Mr Myalatya to interfere in his life. He says Mr M has old-fashioned ideas and has no authority over him. Later he becomes uncertain about his future and studying further. He is radical and wants an all-out rebellion against Apartheid and immediate change. He tries to protect and save Mr Myalatya from the mob but is unsuccessful. In the end he decides to leave South Africa in order to avoid jail and serve the Struggle after Mr M was killed by the mob. Thami does not agree with his teacher (Mr M) on how to fight Apartheid/Bantu education. He believes in radical change, violence, and boycotts while Mr M believes in dialogue and the POWER of words i.e. dictionary vs stone. 32 3. - Mr M believes that in order to end Apartheid and Bantu education children should come to school.

3. **ISABEL DYSON:** ----- Note: She is 18 years old. She is a third generation of the Dysons. She is a Matriculant at Camdeboo Girls High School. She is a privileged young white English - speaking lady. Her father is a chemist who owns Main Street Karoo Pharmacy. Her mother and sister work at her father's pharmacy. She has been to Brakwater twice before the debate, first with her mother to see their maid AND then with her father to deliver medicines to the clinic. She lives in Camdeboo (fictional town). She is an extrovert, outspoken and direct. She is intelligent, vivacious (energetic, bubbly, cheerful) and is an excellent debater. She is very opinionated and is regarded as the rebel in her family. She is strong and has an independent personality. She is welcoming and easily adapts to all situations. She is non-racist as she does not mind mixing with people of other races. She admits that she is a bad loser (she despises losing and does not know how to handle it). At first she does not fully understand Black people's misery and suffering under Apartheid. She is transformed after meeting Thami and wants to learn more about Africans. She is a voice of hope, her favourite sport is hockey. She wins the vote during the debate where she defeats Thami Mbikwana. She loves English and wants to be a writer, journalist. She is ambitious as she intends to study journalism at Rhodes University. She falls in love with the new culture and invites Thami and Mr M on behalf of her parents. She is a go-getter, sensitive and sympathetic. In the end she goes to Wapadsberg Pass (where Mr M was motivated to become a teacher and where Thami believes his spirit is) to say farewell to Mr M and promises that she will NOT waste her life. (i) When Isabel and her team mates go to Zolile for the debate they thought they were going to teach Zolile students a lesson. (ii) However, they are surprised that Zolile learners are just as good as they are (ironic). (iii) Isabel is a changing character.

4.

**SECONDARY Characters:** These are UNSEEN characters. They do not appear on stage. They are also important characters but we normally hear of them through the main characters' conversations, monologues, and soliloquies.

1. Rev Mbopa: - - - - - Pastor at the Anglican Church of Saint Mark. Owns a house where Mr M rents a backroom (matchbox).

2. **Miss Brockway:** Camdeboo Girls High School Principal. Allows her school to compete in the Brakwater location with a Black school (Zolile). She allows Isabel to team up with Thami for the literature quiz. 33 34 3.
3. **Renee Vermaas:** - Student at Camdeboo Girls High. - She goes with Isabel to debate at Zolile. - She thinks Black people do not know English well.
4. **Cathy Bullard:** - Student at Camdeboo Girls High - She goes with Isabel to debate at Zolile.
5. **Mr Dyson:** - He is Isabel and Lucille's father. - He is a chemist (owns a pharmacy). - He went to Brakwater with his daughter Isabel to deliver emergency medicine to the clinic. - Later in the drama he phones the police to request for Mr M's body.
6. **Mrs Dyson:** - She is Isabel's and Lucille's mother. - She works at her husband's pharmacy. - She went to Brakwater with her daughter Isabel to see their maid when she was sick.
7. **Lucille Dyson:** - She is Isabel's older sister. - She works at her father's Karoo Pharmacy.
8. **Mr Amos Mbikwana:** - He is Thami's father. - He works at the railways. \
9. **Mrs Lillian Mbikwana:** - She is Thami's mother. - She works as a domestic worker.
10. **Samuel:** - He is a Zionist who works for the Dyson's. - He is also a delivery man at the Karoo pharmacy.
11. **Auntie/The maid (Sis' Pumla):** - She works for the Dysons as a maid. - She normally gossips with Isabel in the kitchen. - She taught Isabel some isiXhosa words.
12. **Confucius:** - He was a Chinese philosopher and a teacher. - He was born in 551-479 BC (died at 72). - He believed that you can do whatever your heart desires without breaking the law. - His philosophy (beliefs/values) emphasised humaneness, loyalty to one's nature, morality, justice, and virtue.
13. **Hilary Castle:** - Isabel's hockey teammate. - She was slow and not getting into the correct position hence they lost
14. **Mr Dawid Grobbelaar (Oom Dawie):** - - - He is the Inspector of education in the Cape Midlands. He is the "motivational speaker" who gives pep – talks. He says Black students have a future and are shareholders in the exciting enterprise called RSA.
15. **Mr Pienaar:** - - He is the Camdeboo Mayor. He suggests that Brakwater should be moved as it is bad for tourists.
16. **Mrs Magada:** - - Teacher at Zolile High school. Responsible for the school choir.
17. **Stephen Gaika:** - - Learner and Thami's classmate at Zolile. He laughs at ALL Thami's jokes during the debates.
18. **Sipho Fondini:** - - - He is a standard SIX learner at Zolile High School. He writes the slogan, 'Liberation first, then education.' Ironically, he asks Mr M if the spelling is correct.
19. **Mrs Makatini:** - She is a street vendor selling vetkoeks and prickly pears for bus commuters.
20. **Captain Lategan:** - - - He is an Apartheid policeman. He receives the names and addresses of comrades who incite violence from Mr M. He wants to pay for information but Mr M refuses.
21. **Thami's grandmother:** - She stays with Thami and his married sister in Brakwater.
22. **Thami's married sister:** - She stays with Thami and their grandmother in Brakwater.
23. **Learners' names in the register & names on the desks:** \* Johnny Awu, Christopher Bandla, Zandile Cwati, Semphiwe Dambuza, Ronald Gxasheka.

## SIMILARITIES & DIFFERENCES BETWEEN CHARACTERS

### SIMILARITIES BETWEEN THAMI AND ISABEL:

| BOTH THAMI AND ISABEL ARE: |                                |
|----------------------------|--------------------------------|
| 1.                         | Intelligent /critical thinkers |
| 2.                         | Good debaters                  |
| 3.                         | Hard workers                   |
| 4.                         | Grade 12 learners              |
| 5.                         | Love and appreciate Mr M       |
| 6.                         | Regard each other as equals    |
| 7.                         | Ambitious                      |

### DIFFERENCES BETWEEN THAMI AND ISABEL:

| THAMI                                | ISABEL                                                          |
|--------------------------------------|-----------------------------------------------------------------|
| 1. Lives in Brakwater                | Lives in Camdeboo                                               |
| 2. Poor and underprivileged          | Rich and privileged                                             |
| 3. Negatively affected by Apartheid  | Not personally affected by Apartheid                            |
| 4. Receives Bantu education          | Does not experience Bantu Education                             |
| 5. Wants to be a freedom fighter     | Wants to become a journalist, and to study at Rhodes University |
| 6. Does not enjoy school anymore     | Enjoys school tremendously                                      |
| 7. He is reserved and quiet at times | She is outspoken and is an extrovert                            |
| 8. He plays soccer                   | She plays hockey                                                |

## 5. Themes

- They are the central ideas or messages that are found in the story or drama.
  - There are major themes and minor themes.

### JUXTAPOSITION OF THEMES: (i) ORDER vs DISORDER

- Mr M loves order, he takes out a dictionary because he wants order during the debate.
  - He rings the bell to demand order in the midst of chaos, pandemonium, commotion and shouting in the debate.
- Thami and Isabel show disorder as they are drowning each other and not allowing the other side to be heard.
- Disorder is also shown during student protests.

## **(ii) POWER OF WORDS/COMMUNICATION vs VIOLENCE**

- Mr M believes in dialogue and talking in order to resolve issues.
- The mob does not want to talk; they end up boycotting, torching the school and killing Mr M through violence in the play.

## **(iii) EQUALITY vs INEQUALITY**

- Thami fights for equality when he becomes a freedom fighter/revolutionary (wants equal treatment for ALL races).
- The Apartheid government treats people unequally i.e. Blacks are not treated the same as Whites or other races.

**NB:** During the debate, Thami says men and women are not equal. Later he fights for equality and freedom - situational irony.

## **(iv) PRIVILEGE vs POVERTY**

- Gaps between the wealthy and the poor.
- Camdeboo Girls High school is situated in Camdeboo, a rich suburb.
- Camdeboo is very privileged, even Isabel admits (in Act 1 Scene 1) that her school is 'pretty'.
- She was not aware of the privileges she enjoys as a result of being white, but later says she is glad that she is White (page 52).
- On the contrary, Brakwater represents poverty – its bareness and greyness suggests poverty in comparison to Camdeboo i.e. differences between Camdeboo and Brakwater.

## **(v) YOUTH/YOUNG GENERATION VS OLD GENERATION**

- Young people and adults have different views on how to fight apartheid e.g. Mr M thinks that dialogue is the solution while Thami thinks violence and boycotts are the best ways to fight apartheid.

## **OTHER THEMES:**

### **(vi) Effects of apartheid on SA youth.**

- The youth deems it necessary to boycott in order to bring an end to apartheid and Bantu education.

### **(vii) Negative effects of Bantu Education.**

- Black people were given inferior, poor and substandard education.
- Other races' education was better and it better prepared them for the outside world.
- White schools such as Camdeboo were well-resourced while black schools such as Zolile had poor infrastructure(pg52).

### **(viii) Generational clashes/generational conflict/gap**

- Young people and adults have different views on how to fight apartheid, e.g. Mr M thinks that dialogue is the solution while Thami thinks that violence and boycotts are the best ways to defeat apartheid.

### **(ix) Inequality during Apartheid**

- This is evident in living conditions (Brakwater location vs Camdeboo suburbs) and schooling, Zolile High School vs Camdeboo Girls High School.

### **(x) Misery and suffering during Apartheid**

- Black people were extremely poor and lived in areas where there were potholed roads, no electricity, running water, shacks, etc.

### **(xi) Gender differences**

- Differences between men and women (Great Debate, pg. 42-44)

### **(xii) Friendship**

- In the play, both Isabel and Thami refer to the importance of their friendship, which builds up over several weeks. We see a friendship between a black male and a white female blossoming, despite all barriers. (Act 1 Scene 5 – Isabel talks about the importance of being open.)

### **(xiii) Education/education is the most powerful weapon which we can use to change the world**

- Education, words, and dialogue are more powerful than throwing stones or resorting to violence.

### **(xiv) Dialogue/power of words • Dialogue words and critical thinking open people's minds as we see learners of Zolile choose Isabel as a winner (pg44).**

### **(xv) Justice (nature of justice):**

- Mr M believes in upholding the law; however the comrades reject this, they argue that apartheid is in itself unjust.
- Refer to Act 2 scene 4, p. 99 (I don't call the people who did it ...). Here Thami denies that Mr M's killing is murder, but argues that the Apartheid system does not provide proper justice for his people.

### **(xvi) Race relations/Racial integration**

- In Act 1 scene 1, Thami, Isabel and Mr M form a relationship regardless of the fact that it is apartheid times and there is racism. They do not see colour.
- Zolile and CGH debating, Thami and Isabel working together - racial integration.

**(xvii) Politics:**

- Mr M is a catalyst because he brings Thami and Isabel together in the midst of turmoil (segregation, Bantu education, and racial tensions).
- The friendship of Thami and Isabel is threatened by political realities.

**(xviii) Wasted opportunities**

- Mr M feels problems should be tackled – through talking/discussing/debating – Confucius ideology.
- Just before Mr M dies, he cries out (Act 2 Scene 3, p96).
- Isabel makes a promise NOT to waste her life and make it useful (pg. 103).

**Note:**

- Themes may be asked in context: e.g. 'read the extract then identify and explain a theme that is relevant in the extract; a specific line; or sentence.' -  
You may be given a theme and be required to explain it.
- You may be required to consider the drama as a whole when asked to explain a theme.

**6. SYMBOLISM:**

- Symbolism is the use of **symbols, names, objects, and images** to represent ideas, qualities, or other things.
- These are important as they add meaning and signify ideas and quantities.
- These have been carefully thought of to add colour and sometimes to give deep meaning and understanding to the text.

**(i) BRAKWATER**

- This word symbolises **poverty** that was experienced by Black people during the apartheid era.
- Brakwater is an **Afrikaans** name which means brackish water.
- Brackish water is water that has high salt content; thus it has a bad taste.
- Water with high salt content cannot be used to water crops.
- Brakwater has negative connotations and suggests that the place is not nurturing or lifegiving.
- It leaves a bad taste in the mouth.
- So, Brakwater is bad and not conducive for healthy human dwelling, there's poverty and many social ills.

**(ii) CAMDEBOO:**

- It symbolises wealth and privilege.
- Camdeboo is a fictional town in the drama although it is actually the name of the area around Graaf Reinet in the Eastern Cape.
- It is a Khoi word which means 'green hollow.'
- Green refers to the environment, nurturing and conducive for human living. -  
Thus Camdeboo was a good place to live in.

**(iii) THE SCHOOL BELL**

- It symbolises the order that Mr M wants and desires.
- It symbolises what Mr M is about, namely summoning the learners to class and teaching them.
- For Thami when he was young and at junior school it sounded as good as music, symbolising his love and joy at being in school.
- However, when he had decided he wanted to be a freedom fighter the bell did not symbolise joy for education but his hatred for it. Particularly his hatred for Bantu education.
- In the end it symbolises the end of Mr M's life as he dies ringing it.

**(iv) THE STONE**

- A stone is one word that can cause a lot of havoc.
- It symbolises violent action and destruction.
- It is used by learners when fighting with the police and when vandalising property.

**(v) THE DICTIONARY**

- It has many words, symbolising dialogue, discussions, communication, and negotiations.
- According to Mr M a dictionary is also important because it symbolises the power of words or communication which we must use to resolve conflicts and disagreements.

**(vi) THE DEBATE**

- It stands for discussions and negotiations, the rule-governed, rational, fair, and orderly way to manage disputes in this country.

**(vii) THE MATCHBOX**

- Mr M refers to the backroom at Rev Mbopa's house where he lives and the Number One Classroom where he teaches (both are not ideal for living and teaching).
- It is small and symbolises small and limited opportunities (most Black people were made to live in small houses, shacks and pondoks, Black people had limited opportunities) -  
It is used as a weapon of destruction during riots, Mr M is burnt to death.

**(viii) OZYMANDIAS**

- He is a symbol of political power.
- He represents and symbolises the pain, oppression, suppression of Egyptians.
- Thami says there are Ozymandiases here in RSA that must be toppled.
- He is referring to the statues and the leaders of the apartheid government.

**(ix) WAPADSBERG PASS**

- It symbolises motivation and transformation of Mr M's life.
- It is where Mr M realised his motivation, inspiration, passion and destiny for teaching.
- It symbolises a place where Mr M's spirit might be found.

## SUMMARY BY ACT AND SCENE

Summary by page (WITS University Press: 2016)

| Page Number      | DESCRIPTION                                                                                                                                                       |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>22</b>        | Kliptown 1955, Sharpeville 1960, Soweto 1976                                                                                                                      |
| <b>42</b>        | Thami - traditionalist, respects culture but also patriarchal                                                                                                     |
| <b>42-44</b>     | Thami and Isabel are debating                                                                                                                                     |
| <b>43</b>        | Isabel is a feminist (supports women's rights, both sexes are equal)                                                                                              |
| <b>45</b>        | Isabel wishes she had a teacher like Mr M                                                                                                                         |
| <b>46</b>        | Debates at CGH are too strict and boring                                                                                                                          |
| <b>46-47</b>     | The word 'riot' (rampage, uproar, commotion) causes a stir                                                                                                        |
| <b>48</b>        | Isabel's favourite sport is hockey                                                                                                                                |
| <b>48</b>        | Thami talks about his family                                                                                                                                      |
| <b>49</b>        | Thami liked school at primary level, wanted to attend even on weekends                                                                                            |
| <b>50</b>        | Thami is defiant: doesn't listen and does not do what Mr M says                                                                                                   |
| <b>50</b>        | Mr M is authoritative                                                                                                                                             |
| <b>51</b>        | Isabel has been to Brakwater twice before when Aunt was sick and to deliver medicines.                                                                            |
| <b>52</b>        | Renee Vermaas thinks Black people cannot speak English well                                                                                                       |
| <b>52</b>        | The Dysons' maid lives in a two-room house where they are NINE in total.                                                                                          |
| <b>52</b>        | Isabel thinks Zolile classes are depressing, bleak and dingy. She is glad that she is White, she says Camdeboo Girls High is smart, classy, and expensive (posh). |
| <b>51-52, 54</b> | Isabel describes Brakwater: it is characterised by poverty and inequality. She discovers a new world                                                              |
| <b>53</b>        | Isabel's contact with Black people was limited i.e. Auntie and Samuel                                                                                             |
| <b>55-56</b>     | Mr M invites Isabel for a literature competition                                                                                                                  |
| <b>57-58</b>     | Mr and Mrs Dyson do not understand Isabel's comfort with Black people                                                                                             |
| <b>58</b>        | Mr M will NOT ask Thami about the competition but will TELL him (compare 55-56)                                                                                   |
| <b>59</b>        | Isabel says Mr M sounds dictatorial (ruler with total power autocratic/tyrant/oppressor)                                                                          |
| <b>59</b>        | Mr M says respect prevents Black learners from protesting                                                                                                         |
| <b>59</b>        | Mr M says a good teacher doesn't have favourites but Thami is HIS favourite                                                                                       |
| <b>59</b>        | Mr M is old-fashioned and a traditionalist. He teaches and Thami learns                                                                                           |
| <b>60</b>        | When Thami and Isabel win the competition Thami will get a scholarship                                                                                            |
| <b>60-61</b>     | Confucius/Confucianism, 72 years old (551-479BC: humaneness, loyalty to nature, morality, justice, virtue)                                                        |
| <b>62</b>        | EXTENDED METAPHOR: Mad zoo of hungry animals indicating DESPAIR. HATRED. HOPE                                                                                     |
| <b>63</b>        | MATCHBOXES: classroom and backroom                                                                                                                                |
| <b>64</b>        | Isabel is a bad loser; Marriage helps one to understand losing.                                                                                                   |

|                  |                                                                                                                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>65</b>        | Trouble is swimming around everywhere                                                                                                                                                                              |
| <b>71-72</b>     | Ozymandias: Egypt statue a symbol of political power, "Ozymandias" to be toppled in SA                                                                                                                             |
| <b>77-78</b>     | Thami's character changes: he loved school and wanted to be a doctor in primary school; but he is not sure what he wants now.                                                                                      |
| <b>79</b>        | Dawid Grobbelaar 'Oom Dawie' says Black learners are shareholders in an enterprise called RSA.                                                                                                                     |
| <b>88</b>        | The power of WORDS: words are powerful and dialogue is important.                                                                                                                                                  |
| <b>90</b>        | Learners in Mr M's class (called out from the register)                                                                                                                                                            |
| <b>91-92</b>     | Mr M holds a dictionary and a stone. He tries to give Thami the dictionary but Thami does not take it.                                                                                                             |
| <b>92</b>        | Thami asks Mr M to join the boycott                                                                                                                                                                                |
| <b>93,98</b>     | Mr M admits he gave names to the police, Captain Lategan (names of strangers from the North...NOT names of his students. Now the political action committee is arrested and detained.                              |
| <b>94,99</b>     | Mr M confesses to giving the names to the police, he gave names and addresses of the people from the north whom he believed were behind the unrest. Now FIVE people are arrested after Mr M's visit to the police. |
| <b>94</b>        | Mr M says Thami had deserted him; he is lonely and jealous of the people who have taken Thami away.                                                                                                                |
| <b>94</b>        | Mr M was inspired to become a teacher, at 10 years old in Wapadsberg Pass.                                                                                                                                         |
| <b>95-96</b>     | TITLE: men carrying a bundle - metaphor.                                                                                                                                                                           |
| <b>96</b>        | The mob kills Mr M... Note: Thami is NOT part of that mob who kills Mr M                                                                                                                                           |
| <b>97-98</b>     | Isabel doesn't understand why Mr M was killed with an iron rod and burnt; she wants answers.                                                                                                                       |
| <b>98</b>        | Isabel thinks Mr M gave names of pupils to the police (as he once threatened Thami to do so in front of Isabel).                                                                                                   |
| <b>98</b>        | Thami says Mr M gave names of political action committee (comrades). All of them are now arrested. No list of pupils was given.                                                                                    |
| <b>97,99,101</b> | Thami says he is going away forever to exile. He is going to the north. He says Mr M betrayed 'us' and 'our' freedom.                                                                                              |
| <b>99-100</b>    | Thami and Isabel debate if Mr M was really an informer. Isabel says Mr M's killing was murder whereas Thami says it was self-defence.                                                                              |
| <b>100</b>       | Thami says there is no justice (fairness and equity) for Black people in SA.                                                                                                                                       |
| <b>100</b>       | Isabel asks Thami THREE questions i.e. Where was Thami? Did he try to stop the mob? and whether he was one who killed Mr M?                                                                                        |
| <b>100,101</b>   | Thami admits that he loved Mr M, regrets not telling him this.                                                                                                                                                     |
| <b>101</b>       | Thami tells Isabel to go to Wapadsberg Pass to pay her last respects to Mr M                                                                                                                                       |
| <b>102</b>       | Isabel calls their maid/Auntie by name i.e. Sis'Pumla                                                                                                                                                              |
| <b>102</b>       | Mr M's remains do not justify a grave.                                                                                                                                                                             |
| <b>103</b>       | Isabel makes a promise to Mr M, albeit posthumously, to make her life useful.                                                                                                                                      |

## Act ONE Scene 1:

(i) **SUMMARY:**

- A debate is in progress in Number One classroom at Zolile high school.
  - Thami Mbikwana and Isabel Dyson debate if men and women are equal and whether they should have different syllabi.
- Mr M rings the bell and asks for order; he reads the dictionary definition of “order.” - Isabel’s team wins the debate with twenty-four votes to seventeen.
- Mr M says he is proud of the audience for listening intelligently and attentively.
  - Thami and Isabel immediately like each other and they share information about their families.
- Thami categorically states that Mr M does not rule his life.

(ii) **SETTING:** At Zolile High school, Brakwater during the day.

(iii) **TONE (How the characters feel)** - Vibrant: when Thami and Isabel debate against each other.

(iv) **MOOD (How the audience feels)** - Energetic and cheerful: audience is applauding and excited when Thami stands up to speak.

(v) **THEME/S: Race** (black and white learners participate in the debate)

**Friendship** (developing friendship between Thami and Isabel)

**Tradition and culture** (as evident in the closing argument of the debate)

(vi) **LITERARY DEVICES AND FIGURES OF SPEECH:**

- **Simile** - it is as useless as having a donkey and a good cart but no harness (page 41)

## ACT 1 SCENE 2

(i) **SUMMARY:**

- Isabel has her first monologue.
- She reflects on her experience at Zolile high school in Brakwater.
- She says Brakwater is an eyesore compared to the pretty town of Camdeboo.
- She struggles to imagine what it would be like to live in such poverty.
- She describes Zolile as having dark, bleak, and dingy classrooms.
- She says she is glad she is white.
- She says Zolile learners are judging her on the basis of total equality, they are not grateful to her for coming to their school.
- She says her contact with Black people has been limited to their employees.
- She has realised a new world and would like more contact with this new world.

(ii) **SETTING:** on stage as Isabel directly addresses the audience.

**TONE- Calm and shock:** sudden realisation of Black people’s capabilities from Isabel.

**MOOD- Jovial, excitement:** Isabel is excited to discover a new world/

**THEMES: Social class distinction** (differences between Camdeboo and Brakwater).  
**Inequality** (Camdeboo is very pretty vs Brakwater which was regarded as “an eyesore”).

(iii) **LITERARY DEVICES AND FIGURES OF SPEECH:**

- **Metaphor** ‘eyesore’ suggests that Brakwater is ugly.
- **Metaphor** ‘went for each other hammer and tongs, no holds barred and no quarter given or asked’ suggests that Thami and Isabel gave their all, their debate was vicious, and it was a real fight.

**ACT 1 SCENE 3**

(i) **SUMMARY:**

- Mr M visits Camdeboo Girls’ High school to invite Isabel to take part in the literature quiz.
- In the quiz she will be working with Thami, not against him.
- Mr M appoints himself their coach and warns Isabel that it will be a lot of hard work.
- Mr M says he will not ask Thami but will TELL him to take part in the quiz.
  - o Mr M says respect for authority is an important part of African culture, without it the students would abandon their classes and go to the streets.
- Mr M is determined to get full university sponsorship for Thami.

(ii) **SETTING:** at Camdeboo Girls High school.

**TONE:** Relaxed and welcoming- Isabel feels comfortable around Black people (Mr M welcomes her into the family and invites her to partner with Thami in the literature quiz).

(iii) **MOOD:**

- \* **Cheerful:** Mr M is happy when Isabel agrees to join Thami in the literature quiz comp. \*
- \* **Reflective:** Mr M and Isabel reflect on the great debate.

(iv) **THEME/S:**

**Wasted opportunities** (Mr M says what a waste! They should be working together instead of fighting each other).

**Living a meaningful life:** (Mr M expresses frustration that the Apartheid system and the Bantu Education system were designed to limit opportunities for the Black learners.

- **Generational conflict:** (Mr M doesn’t ask Thami to participate in the quiz. He tells him).

(v) **LITERARY DEVICES & FIGURES OF SPEECH:**

- **Euphemism**
  - o (‘knowledge has banished fear’) Isabel is white and is not affected by apartheid as much as Black people are.

## ACT 1 SCENE 4

### (i) SUMMARY:

- Mr M has his first monologue.
- He tells the audience about his passion for education and that he admires the Chinese philosopher, Confucius.

### NOTE: A: Mr M's Motto: Act 1 Scene 4 (Page 61)

'Learning undigested by thought is labour lost, thought unassisted by learning is perilous!' This means that if you learn something but don't think about it then it becomes a waste or that learning is in vain.

The thoughts that are not based on lessons learnt are perilous/dangerous.

Mr M is mocking the politicians saying that their actions are not well thought of, they teach learners or the youth to protest and abandon classes without really thinking about the future, consequences, and repercussions thereof.

It is dangerous to be involved in violence, strikes and vandalism because those who do that may lose their education, go to jail, and may even lose their lives.

### B: CONFUCIUS: (Act 1 Scene 4, pages 60-61)

He was a Chinese philosopher and a teacher.

He was born in 551-479 BC (died at 72).

He believed that you can do whatever your heart desires without breaking the law. His philosophy (beliefs/values) emphasised humaneness, loyalty to one's nature, morality, justice, and virtue.

He believed in discussions and negotiations and not using violence to solve problems. Mr M regards him as his role model, the finest teacher and wisest of ALL ancient philosophers.

### C: NERO (King Nero): Act 1

Scene 4, page 62) He was the fifth Roman Emperor (King).

He was born on 15 December 37 AD.

He became king at the age of seventeen when his adopted great uncle, King Claudius died.

Claudius was Nero's adopted uncle whom Agrippina (Nero's mother) poisoned and killed! King Nero enjoyed music and actually played music while his subjects perished during a fire in Rome.

Nero blamed Christians for the fire.

He persecuted and had them killed and eaten by lions!

He was known for debauchery (excessive indulgence in sex and alcohol) , political murder and persecution of Christians.

He married Octavia whom he divorced and later killed, by suffocating her to death in a hot bath.

Then married Poppaea Sabina whom he kicked in her belly while she was pregnant after an argument.

Nero also murdered his brother, Britannicus.

Nero's mother Agrippina objected to him falling in love with a prostitute (Atte) and later marrying Poppaea Sabina, which is why Nero killed her!

King Nero reduced taxes and prices of food.

After 13 years of ruling Rome the Roman senate declared Nero as a public enemy. King Nero ran away and committed suicide on 9 June 06 AD (31 years old!) Mr M says he is 57 years old and he is a bachelor.

His life is divided between the two 'matchboxes' namely his room and his classroom. (ii) **SETTING:** on stage talks directly to the audience.

(iii) **TONE:** Anger/Hatred- (Mr M struggles to feed hope to his learners).

(iv) **MOOD:** Frustration

(v) **THEME/S:**  
**Justice vs Injustice** (Mr M's monologue portrays the frustrations that he has with the injustice in South Africa. he believes education can be used as a strong weapon against the injustice of the Apartheid system.

**Inequality** (the matchbox) symbolises the suffering and misery black people are subjected to. It symbolises poverty, oppression racial segregation and limited opportunities.

(vi) **LITERARY DEVICES & FIGURES OF SPEECH: Extended metaphor** (a zoo of hungry animals).

**Paradox/oxymoron** (good night's insomnia)

**Allusion** (Nero feeding Christians to the lion)

**Alliteration** (rabble rousers)

- **Metaphor** (the little matchbox you put in your pocket is my room)

## ACT 1, SCENE 5

### 1. SUMMARY:

Mr M is worried that Thami might be getting involved in political activity.

He tries to fish for information about Thami.

Isabel refuses to give information about Thami.

Isabel tries to persuade Mr M to be more of a friend to Thami. Thami arrives to prepare for the literature quiz with Isabel.

Lord Byron is Thami's favourite poet because he fought for liberation.

Thami and Isabel quote the two poems, Sea Fever, and Ozymandias.

Thami likes Ozymandias, Shelley's poem, and says there are many Ozymandiases that must be toppled in SA.

He makes it clear that he supports the struggle for freedom. The poem Ozymandias leads to a conflict between Thami and Mr M.

Mr M says he prefers discussion over lawlessness.

When Mr M leaves, Thami and Isabel discuss the relationship between Mr M and Thami.

Thami says Mr M is old-fashioned and out of touch with what is happening.

He says the people have run out of patience.

Isabel tries to persuade Thami to talk to Mr M but Thami refuses saying it is impossible to tell his teacher that he has the wrong ideas.

Isabel says Thami and Mr M must be open with each other.

**2. SETTING:** in the afternoon while practising for the literature quiz completion.

**3. TONE:**

Jovial- Mr M is happy with rehearsal for the literature quiz competition.

Excitement, playful, competitive -Thami and Isabel are excited about the upcoming competition.

Distasteful- (Mr M and Thami differ on the ways to fight Apartheid i.e. Words vs violence)

**4. MOOD-** Tense

**THEME/S:** Generation conflict/gap/clash-Isabel encourages Mr M to change the way he interacts with Thami. She realises he is authoritarian and this makes Thami unhappy. Mr M doesn't treat Isabel the same as Thami.

**5. LITERARY DEVICES & FIGURES OF SPEECH:**

- **Personification-** it's swimming everywhere (trouble is personified).

## **ACT 1 SCENE 6:**

### **1. SUMMARY:**

It is Thami's first monologue.

He tells the audience about his youth and his opposition to Bantu education.

He remembers how the sound of the school bell used to be something wonderful.

When Thami was 10 years old he wanted to become a doctor.

When practising medicine he would treat HIS people free of charge and make Whites pay. Now Thami wants freedom for his people, he can no longer sit in a classroom and listen to his teachers. When he hears the Bantu School inspector, Mr Grobbelaar, talking he thinks of the suffering of his own people.

Mr Grobbelaar, Oom Dawie, says that Black students are shareholders in the enterprise of the RSA.

Thami sees Mr M's classroom as a trap set to catch the minds and souls of the youth.

He believes the youth should learn in the streets and in the location about their own history and heroes.

He concludes his monologue by shouting 'Amandla!'

2. **SETTING:** on stage as Thami talks directly to the audience.

3. **TONE:**

**Reflective** - Thami looks back at his school years as a young boy.

**Defiant/Rebellious/Angry/Aggressive** - Thami is angry and ready to act.

4. **MOOD:**

- **Joyful** as Thami recalls his primary school years.

5. **THEME/S:**

**Justice and injustice-** Black people getting inferior treatment 'those men and women are our mothers and fathers. We have grown up watching their humiliation'

**Inequality-** the Bantu education inspector falsely promises Zolile high learners that they are going to be shareholders in the 'enterprise that is called the Republic of South Africa.'

6. **LITERARY DEVICE AND FIGURES OF SPEECH:**

- **Simile** (Now I sit at my desk like an animal that has smelt danger and that has heard something moving in the bushes).

## ACT 2: SCENE 1

### 1. SUMMARY:

- Thami withdraws from the Literature quiz because of the planned boycott.
- He admits to Isabel that he has not told Mr M about quitting the competition.
- Isabel asks Thami if this is the kind of freedom he wants to fight for.
- Mr M enters and he challenges and argues with Thami about the planned boycott.
- Mr M says that he has always opposed Bantu education policies.
- Mr M emphasises that words(communication) are the most powerful weapon for the struggle.
- Mr M warns Thami that he may lose his place at school if he joins the boycott.
- Thami says Mr M has been labelled a collaborator and is regarded as IMPIMPI.

### 2. SETTING: at Isabel's home, Camdeboo (page 88).

### 3. TONE:

- **Relaxed tone**-when Thami tells Isabel about his withdrawal from the competition.
- **Sad tone**- Thami tells Isabel they can no longer see each other as per the comrades' demands.
- **Angry tone** –the intense argument between Thami & Mr M.
- **MOOD**: friendly, tense, dull, hostile.
- **THEME/S**:
- The effects of an unjust apartheid education system-Black people received substandard education and could only pursue traditional careers.

### 4. LITERARY DEVICES & FIGURES OF SPEECH:

- **Personification**- in the eyes of the location.

## ACT 2 SCENE 2:

### 1. SUMMARY:

- Mr M goes to school although police officers and soldiers block his route.
- Comrades have built barricades.
- He sees looting, vandalism, burning, and children running away from armoured cars.
- Sipho Fondini, a standard six learner from Zolile writes a slogan, 'Liberation first, then education.'
- Ironically, Sipho Fondini sees Mr M passing and Sipho asks him whether the spelling is correct.
- Learners are arrested and they ask Mr M to tell their parents.
- Children are stoning a police car.

- The police retaliate with tear-gas bombs.
- 2. SETTING:** on stage, Mr M talks directly to the audience.
- **TONE:** Sad, and frustrated - the learners throw stones at the police and they retaliate with teargas.
- 3. MOOD-** Disbelief, hopelessness, stress (Learners can't get to school due to boycotts).
- 4. THEME/S:**
- The effects of Apartheid on the South African youth.

## **5. LITERARY DEVICES & FIGURES OF SPEECH:**

- **Metaphor** 'they were everywhere, crawling in the smoke'
- **Simile** 'like giant dung beetles looking for shit to eat'
- **Irony** –Sipho Fondini writes 'Liberation first, then education' but asks Mr M 'Is the spelling right, Mr M?'

## **ACT 2: SCENE 3**

### **1. SUMMARY:**

- Mr M goes to school despite the school boycott.
- He is alone in the Number One classroom.
- He keeps ringing the school bell to summon his learners to come to school.
- He reads out names from the class register, as if taking a roll call.
- However, instead of the normal 'present or absent' Mr M asks, 'dead or alive'.
- He picks up his register but says the words are now useless.
- A stone shatters a window and lands on the floor.
- Mr M picks it up and says someone is still alive as ghosts do not throw stones. Thami arrives; he asks Mr M to stop ringing the bell as he is provoking the Comrades.
- Thami also warns him that a crowd is on its way to burn the school down.
- Thami asks him to join the boycott otherwise he will be killed.
- Mr M holds the dictionary in one hand and the stone in the other.
- He tries to give Thami the dictionary, which Thami refuses.
- Thami informs Mr M that he was accused of being an informer in the meeting the previous night.
- Mr M confesses that he gave the names and addresses of the people from the north, the action committee, to Captain Lategan in order to stop the boycott.
- Captain Lategan tried to reward Mr M with money but Mr M refused to take it.
- Furthermore, Mr M says he was jealous of the people who had taken Thami away from him.
- Mr M talks about an Ethiopian tribesman who was carrying a dead child to go and bury it.
- Mr M explains how he has seen the world wasting his children, his Africa...'my children...my Africa!'

- The crowd is gathering outside.
- Thami tries to stop him but Mr M goes outside, ringing the bell, and is killed i.e. beaten up with an iron rod and severely burnt.

2. **SETTING:** in Number ONE classroom at Zolile, Brakwater.

3. **tone:** frustration, defiant -Mr M defies the boycott by coming to school and ringing the bell.

- Emptiness, loneliness: Mr M feels empty and lonely.
- Caring: Thami comes to warn Mr M because he cares for him)

4. **MOOD-** Desperate (Mr M and Thami are desperate-i.e. Mr M rings the bell wildly inviting the learners to come to school, Thami's attempt to stop Mr M from ringing the bell.

5. **THEME/S:**

- **The effect of Apartheid on SA youth** – the youth deemed it necessary to boycott classes to join the comrades to topple the government.
- **Words vs violence** - Mr M believes in the power of the words rather than using violence (stones).
- **Stubbornness** –Mr M continues to ring the bell despite being warned by Thami that he is in danger.

6. **LITERARY DEVICES & FIGURES OF SPEECH:**

- **Paradox:** '...a lot of well-aimed stray bullets...'

## ACT 2 SCENE 4:

### (i)SUMMARY:

- Thami has asked Isabel to meet him so he can say goodbye.
  - o Isabel asks why Thami wants to say goodbye because he had already said that three weeks ago when he ended the friendship.
- Isabel says she had read the newspaper article that reported Mr M's death.
- Isabel is angry and wants to know why a good and devoted man was killed.
- Thami tells Isabel that Mr M confessed to giving names to the police.
- Isabel does not believe that Mr M was a police spy.
- Isabel and Thami argue about whether it is fair to call Mr M an informer.
  - o Isabel says Mr M's death was murder whereas Thami feels the people who killed Mr M did it in self-defence in an unjust political system.
  - o Isabel reluctantly asks if Thami was present when Mr M was killed and if so did he try to save his life.
- Thami admits he was present and that he tried to save Mr M.
- Isabel and Thami express their regret that Mr M is dead.
- Thami tells Isabel of his plans to go into exile and join the movement as a fighter.
- Isabel says her father phoned the police to request for Mr M's body. - Mr Dyson was told that there wasn't enough of Mr M left to justify a grave.
- Mr M's little remains were disposed of in a "Christian manner".
- Thami tells Isabel she can be near to the spirit of Mr M at the top of the Wapadsberg Pass where Mr M was motivated to become a teacher.

- Isabel asks if Thami needs the money, Thami says he doesn't need it. - They say their goodbyes to each other.
- Isabel was taught to say a Xhosa goodbye, *Hamba Kakuhle*, by Sis Pumla.
- NOTE: It is the first time that Isabel reveals their maid's name, Pumla.

(ii)**SETTING:** this scene takes place in Brakwater.

(iii)**TONE: Sad-** Both Thami and Isabel are sad about Mr M's tragic death.

- **Angry:** Isabel is angry and demands answers as to why Mr M was killed.

(iv) **MOOD-Tense** Isabel and Thami are both tense about Mr M's death, (sense of urgency in Thami's note). (v)**THEME/S:**

- **The nature of justice-** Thami denies that Mr M's killing was murder but says it was selfdefence. Isabel believes that it was wrong for the mob to kill Mr M, a defenceless man.
- **Words vs violence** – Mr M believes that using words is the best way to bring political and social change in education. He believes that violence is not the right way.

## ACT2 SCENE 5:

### SUMMARY:

- Isabel has her second monologue/soliloquy.
- She is at Wapadsberg Pass to pay her last respects to Anela Myalatya, Mr M.
- She says Thami is travelling north (going to exile), although he did not specify the exact location.
- She says she has not brought flowers to lay on the grave and says a silent prayer.
- She says she has brought something that will mean more to Mr M than flowers and prayer...'A PROMISE!'
- She promises that she will make her life useful.
- The play ends with optimistic words from Isabel, 'The future is still ours, Mr M.'

**SETTING:** Isabel is at Wapadsberg Pass Mountain

- (i) **TONE-** Optimistic/Hopeful as she makes a promise to Mr M to become a better person.
- (ii) **MOOD:** Melancholy-Isabel is sad –Mr Ms death and Thami's departure to exile.
- (iii) **THEME/S:**
  - **Hope for the new generation-** Isabel and Thami represent the new generation that has hope for a better and multi-racial South Africa.

## B. TECHNIQUES ON HOW TO ANSWER QUESTIONS

- Why are certain words written in italics?

Learners need to understand how characters change or develop throughout the play e.g.

How does the character of Thami Mbikwana or Isabel Dyson develop throughout the play?

### **(i) CHARACTERISATION:**

- Character development is also determined by both actions and spoken words.
- Know all your characters (primary and secondary).
- Understand how characters behave.
- Know how characters relate to each other and their behaviour patterns around one another.

### **(ii) RELEVANCE:**

- Do you think this drama is relevant in modern-day life? - Is the title of this drama relevant/suitable/appropriate?

### **(iii) TONE:**

- It refers to feelings (emotions)...how the character feels...e.g. happy, sad, excited, anxious, anger, relieved.
- Be able to identify the tone used by characters when communicating with each other.
- Give a clear explanation of the emotion or feeling conveyed by the tone. - Explain why the character uses this tone (reasons).

### **(iv) FIGURES OF SPEECH/LITERARY DEVICES**

Know all the relevant figures of speech but pay attention to the following:

- Comparisons: simile, metaphor, personification.
- Exaggeration and understatement: hyperbole, euphemism.
- Opposites: irony, sarcasm.
- Sounds: alliteration, assonance, onomatopoeia.
- Identify the figure of speech that is used by the speaker/character in the text.
- Explain what the figure of speech means, its relevance, its effectiveness and how it enhances the meaning of the message that is being conveyed.

### **STAGE DIRECTIONS:**

|                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| - These are instructions in the play indicating the movement that must be performed by the character/s or to show what the character/s must do on stage. |
| - Be able to put yourself in the shoes of the director of the play and tell actors how to move or show emotion in a specific scene.                      |
| - Give clear and detailed instructions that must be conducted by the character.                                                                          |

### **THEMES:**

- Be able to discuss the main and sub-themes.
- The discussion and the examples must always be grounded on the text.

### **IRONY:**

- Both sides of the irony must be fully explained (what is claimed to be and what is real).

NB: introduce the contrast by using but/yet/however, etc.

### **OPEN-ENDED QUESTIONS:**

- Start with stating your point/stance e.g. agree or disagree.
- Give examples based on the text i.e. facts must be fully developed.
- Explain why you feel your point or stance is appropriate. - Link everything as you substantiate your point.

### **TONE & MOOD**

**TONE**- refers to feelings (emotions)...how the character feels...e.g. happy, sad, excited, anxious, anger, relieved.

**MOOD**-refers to the feelings of the reader or character...e.g. sympathising with a certain character

SECTION C