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Grade 12

MIND THE GAP!

English First Additional Language

SHORT STORIES

-B. WALTER

Study Guide

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Curriculum and Assessment Policy Statement (CAPS) Grade 12 English First Additional Language Mind the Gap study guide for Short Stories: Changes: An anthology of short stories by B Walter.

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Ministerial Foreword

The Department of Basic Education remains steadfastly committed to innovative strategies aimed at enhancing learner attainment. Consistent with the government's commitment in promoting the indigenous languages that form the tapestry of our democratic landscape, this Mind the Gap Self study guide is a concrete demonstration of this commitment.

Matsie Angelina Motshekga, MP
Minister of Basic Education

The release of this self-study guide incorporates all the official African Home Languages focusing on the novel genre at this stage. Not only does the study guide incorporate the African languages, but it also incorporates South African Sign Language Home Language, Afrikaans Home Language and English First Additional Language.

The Mind the Gap Literature Self Study Guide is responding to the broader sectoral reading challenges that the country is experiencing. It seeks to strengthen the following strands of the National Reading Sector Plan: Teacher Development and Support; Direct Learner Support; and Provisioning and Utilisation of the Learning and Teaching Support Materials. Its interactive nature will make it easier for both teachers and learners to read, to learn or study. It is hoped that through this Study Guide, the reading and learning outcomes will be achieved.

Key terminologies are explained or illustrated in a simplified manner and examples of the types of questions as a learner you may expect to be asked in an examination, are included in this study guide. In order to build your understanding, specific questions and possible responses forms part of the study guide package.

The study guide is designed to appeal to any learner offering Grade 12, whether as a part-time or a full-time candidate. Educators in the field will also find it an invaluable resource in their practice.

Every learner is a national asset, all you need now is to put in the hours required to prepare for the examinations and excel!
We wish each and every one of you good luck and success.

MRS AM MOTSHEKGA, MP
MINISTER
DATE: 14 NOVEMBER 2019

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Dear Grade 12 learner

This Mind the Gap study guide helps you to prepare for the end-of-year Grade 12 English First Additional Language (EFAL) Literature exam.

There are three exams for EFAL: Paper 1: Language in Context; Paper 2: Literature; and Paper 3: Writing. There are eight great EFAL Mind the Gap study guides which cover Papers 1, 2 and 3.

Paper 2: Literature includes the study of novels, drama, short stories and poetry. A **Mind the Gap** study guide is available for each of the prescribed literature titles. Choose the study guide for the set works you studied in your EFAL class at school.

This study guide focuses on the eight prescribed short stories examined in Paper 2: Literature. You will need to study all eight short stories for the exam:

1. *Transforming Moments* by Gcina Mhlophe
2. *The Last Breath* by Sam Kahiga
3. *Next Door* by Kurt Vonnegut
4. *The New Tribe* by Buchi Emecheta
5. *A Chip of Glass Ruby* by Nadine Gordimer
6. *Village People* by Bessie Head
7. *The Fur Coat* by Sean O'Faolain
8. *The Doll's House* by Katherine Mansfield

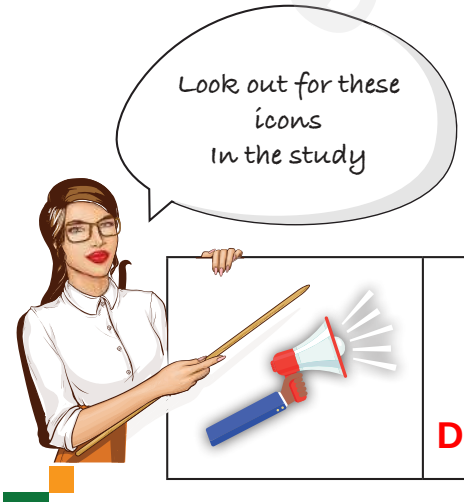
How to use this study guide

There is one chapter for each of the short stories. Each chapter includes a summary, a brief statement of the importance of the title, and the themes. More detail is given on how the story is told by examining:

- Setting;
- Structure and plot development;
- Characterisation;
- Style;
- Narrator and point of view;
- Diction and figurative language; and
- Tone and mood.

All of the above information is also summarised in a set of notes. Use these notes to hold the eight short stories clearly in your mind.

You can test your understanding of each short story by completing the activities and using the answers to mark your own work. The activities are based on exam extracts.
Learn all of the vocabulary lists for each short story at the end of each chapter.



	Pay special attention		Hints to help you remember a concept or guide you in solving problems		Activoties with questions for you to annswer

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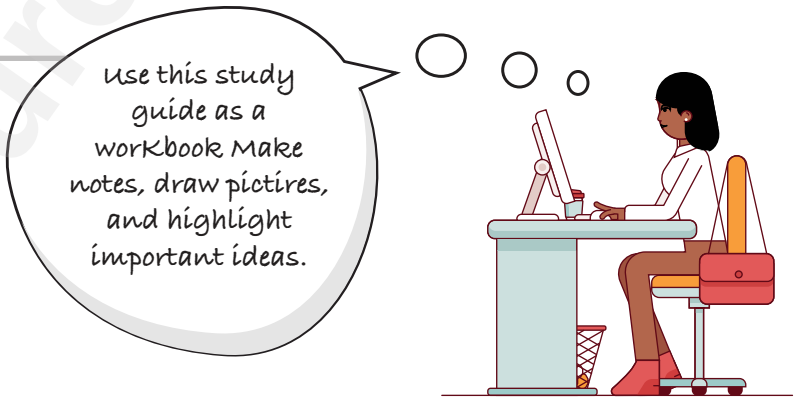
Top 7 study tips

1. Break your learning up into manageable sections. This will help your brain to focus. Take short breaks between studying one section and going onto the next.
2. Have all your materials ready before you begin studying a section – pencils, pens, highlighters, paper, glass of water, etc.
3. Be positive. It helps your brain hold on to the information.
4. Your brain learns well with colours and pictures. Try to use them whenever you can.
5. Repetition is the key to remembering information you have to learn. Keep going over the work until you can recall it with ease.
6. Teach what you are learning to anyone who will listen. It is definitely worth reading your revision notes aloud.
7. Sleeping for at least eight hours every night, eating healthy food and drinking plenty of water are all important things you need to do for your brain. Studying for exams is like exercise, so you must be prepared physically as well as mentally.



On the exam day

i. Make sure you bring pens that work, sharp pencils, a rubber and a sharpener. Make sure you bring your ID document and examination admission letter. Arrive at the exam venue at least an hour before the start of the exam.

ii. Go to the toilet before entering the exam room. You don't want to waste valuable time going to the toilet during the exam.

iii. You must know at the start of the exam which two out of the four sections of the Paper 2 Literature exam you will be answering. Use the 10 minutes' reading time to read the instructions carefully.

iv. Break each question down to make sure you understand what is being asked. If you don't answer the question properly you won't get any marks for it. Look for the key words in the question to know how to answer it. You will find a list of question words on page xii of this study guide.

v. Manage your time carefully. Start with the question you think is the easiest. Check how many marks are allocated to each question so you give the right amount of information in your answer.

vi. Remain calm, even if the question seems difficult at first. It will be linked with something you have covered. If you feel stuck, move on and come back if time allows. Do try and answer as many questions as possible.

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vii. Take care to write neatly so the examiners can read your answers easily.

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Overview of the English First

Additional Language Paper 2:
Literature Exam

In the Paper 2 Literature exam, you need to answer questions from two sections. Choose the two sections that you know best:

- Section A: Novel
- Section B: Drama
- Section C: Short stories
- Section D: Poetry

A total of 70 marks is allocated for Paper 2, which means 35 marks for each section you choose.
You will have two hours for this exam.

Here is a summary of the Paper 2 Literature exam paper:

Question number	Title	Type of question	Number of marks
Section A: Novel - ***If you choose Section A, answer ONE question.*** Choose the question for the book you have learnt.			
1	Cry, the Beloved Country	Contextual	35
2	The Strange Case of Dr Jekyll and Mr Hyde	Contextual	35
Section B: Drama - ***If you choose Section B, answer ONE question.*** Choose the question for the play you have learnt.			
3	Macbeth	Contextual	35
4	My Children! My Africa	Contextual	35
Section C: Short stories - ***If you choose Section C, answer BOTH questions. You will not know exactly which short stories are included until the exam.*** TWO stories will be set. Answer the questions set on BOTH short stories.			
5.1	Short story	Contextual	17 or 18
5.2	Short story	Contextual	17 or 18
Section D: Poetry - ***If you choose Section D, answer BOTH questions.*** You will not know exactly which poems are included until the exam. TWO poems will be set. Answer the questions set on BOTH poems.			
6.1	Poem 1	Contextual	17 or 18
6.2	Poem 2	Contextual	17 or 18

NB

* You don't have to answer all the sections in Paper 2.
* Before the Exam starts you must know which two sections you are to answer.
* When the Exam starts, find your two chosen sections.
* Make sure to number answers correctlty-according to the numbering system used in the exam paper- for the two sections you've chosen.
* Start each section on a new page.

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Transforming Moments 1

by *Gcina Mhlophe*

Nokugcina Elsie Mhlophe (born 1958) is a well-known South African anti-apartheid activist, actress, storyteller, poet, playwright, director and author. Storytelling is a deeply traditional activity in Africa and Mhlophe is one of the few women storytellers in a country dominated by males. Mhlophe was born in 1958 in KwaZulu-Natal to a Xhosa mother and a Zulu father. She started her working life as a domestic servant, later working as a newsreader at the Press Trust and BBC Radio, then as a writer for Learn and Teach, a magazine for newly literate people.

Gcina Mhlophe

Several experiences inspired Mhlophe to turn to a career as storyteller. She credits her storytelling ability to her grandmother, who brought her up in Durban. Mhlophe began to think of storytelling as a career after meeting an Imbongi, one of the legendary poets of African Folklore.

Mhlophe's stories combine folklore, information, current affairs, songs and idioms.

1. Summary

The narrator is a seventeen-year-old girl who has very little self-confidence. She has low self-esteem because she believes she is ugly. She is a brilliant learner who reads a lot and produces excellent results. Some girls only befriend her because she does not mind helping them with their schoolwork.

The other girls tease her because no boys are interested in her. However, a handsome rugby player who comes from Port Elizabeth (Sizwe) asks the narrator to be his girlfriend. The narrator is not interested in him because she wants to concentrate on her studies. As they get to know each other, they become good friends. The narrator continues to concentrate on her schoolwork and does very well. This pleases her sister who pays for her education. The narrator also helps in the church and the minister, Father Fikeni insists that she joins the church choir. Her involvement makes her become Father Fikeni's favourite.

Father Fikeni and his wife take her to visit his family in Tsolo for a weekend. The narrator describes the minister's wife as someone who does not talk much. The narrator wishes she could be as beautiful as the minister's wife (since she considers herself ugly). The minister takes the narrator to a meeting at the chief's place. She observes the praise poet (Imbongi), named Cira and is impressed by his skill and language use. Cira has such an effect on the narrator such that she decides to also become a praise poet.

After writing her first poem, she reads it aloud and realises that she has a beautiful voice for reading poetry. She begins to love herself for the first time and her confidence grows. She thinks she may be the first female praise poet and she knows Father Fikeni will be happy for her. Her trip turns out to be a turning point of her life.

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2. Title

Transforming means change from one state to another. The story is about the narrator who changes from someone who has a low self-esteem to a confident female praise poet within a short space of time. This transformation is due to her encounter with a praise poet (Imbongi).

A Theme is a main idea or an underlying meaning of a literary work, which may be stated directly or indirectly

3. Themes

3.1 Self-discovery and self-love

In this short story the narrator discovers what makes her happy and fulfilled. At the beginning, she hates her looks as she considers herself ugly. She hates her voice as she gets kicked out of the school choir. She does not believe a boy can be attracted to her or love her. The other girls have made her feel bad about herself. After meeting the praise poet, she discovers her talent for poetry, and realises that she does indeed have a beautiful voice. She has found something that she feels passionate (cares strongly) about. She begins to accept and love herself and look forward to the future.

3.2 Jealousy

The girls at the school are envious / jealous of the narrator because she is intelligent, hardworking and attains/gets top marks. They are even more jealous when Sizwe shows interest in the narrator. They make nasty remarks about her looks and her clothes. Finally, the girls are jealous because the minister takes the narrator for a weekend away.

3.3 Friendship

There are different types of friendships in this story:

- The girls at school only befriend the narrator because they need her help with their schoolwork. They are fake friends who use her because she is intelligent and hardworking.
- Sizwe and the narrator develop a strong and true friendship. Their relationship gets off to a bad start when Sizwe tries to win the narrator's love. Initially she wants nothing to do with him because she wants to concentrate on her school work. However, they slowly become friends. They are kind to each other and enjoy each other's company.
- The narrator and Father Fikeni have another type of friendship. Father Fikeni motivates and inspires the narrator to grow and develop to her full potential.

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4. How is the story told?

4.1 Setting Definition of Setting

The story takes place in the boarding school where the narrator is schooling. Other events take place in Tsolo, Eastern Cape, the village where the minister's family home is.

Setting is an environment or surrounding in which an event or story takes place. It may provide particular information about placement and timing,

4.2 Structure and Plot Development

Exposition

The narrator is introduced as a teenager who lacks confidence and feels very unsure of herself. The most interesting thing in this story is the influence that the praise poet has on the narrator. After her encounter with the praise poet, the ugly duckling becomes a beautiful swan, and all of a sudden, her whole perspective changes from being, 'unsure of herself'/ lacking confidence to being confident.

Rising Action

The narrator meets Sizwe, the rugby player, who ends up being her close friend. The narrator frequents the church, runs errands, joins the church choir and becomes Father Fikeni's favourite. Father Fikeni takes her to Tsolo to visit his family where she meets the praise poet.

Climax

The praise poet's performance and his language usage move the narrator, in such a way that she decides to become a praise poet herself. She feels baptized by her encounter with the praise poet and decides to write her first poem. After reading her poem aloud, she realises that she has a beautiful voice.

The definition of a character trait

Resolution

The narrator falls in love with herself, develops positive self-esteem and gains confidence. She feels that she can become the first female praise poet.

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4.3 Characterisation

The narrator	•She is a round character, she experiences both inner conflict and outer conflict. • She is emotionally weak at the beginning. • She lacks confidence and has a low self-esteem. • She is intelligent as she gets high marks at school. • After the encounter with the praise poet she transforms, loves herself and becomes confident. • She is determined to pursue her talent as a woman praise poet.
Father Fikeni/ Minister	•He is loving and caring: He takes the narrator to visit his home and introduces her to the praise poet.
	• He can recognize talent: He encourages the narrator to join the choir.
	• He loves his family and the village community.
Praise poet/Cira	•He is talented and inspirational: He is admired by the narrator and many people from the village.
	He is approachable, humble and friendly.
Bulelwa	•She is a true friend: She loves the narrator unconditionally.
	• She is trustworthy: She stands by the narrator even when others mock her.
	• She is the narrator's study partner.

Sizwe	•He follows his heart: He likes the narrator regardless of what the other girls say about her.
	• He befriends the narrator with good intentions.

The definition of a character trait

Personality characteristic or inherent value that someone has which they are unlikely to change and that helps to make an individual into the kind of person he is. All the bold descriptive adjective in 4.3 are examples of character traits

4.4 Narrator's point of view

The story is narrated in the first person and the narrator is the main character. She is the young girl who suffers because of a lack of self-confidence. She tells the story of how she undergoes a personal change to eventually becoming someone that is full of confidence. The story is told from the narrator's point of view.

4.5 Style

An informal register is used throughout the story. This is appropriate as the narrator is a young girl who is in standard 9 (grade 11). The frequent use of contractions tells us the register is informal, e.g. I'd, didn't, you'd, we'd and so on. The compound word she coins to name herself is also informal: 'Miss-ugly-top-of-the-class'.

4.6 Diction and figurative language

- The writer used idiomatic expressions in order to emphasise meaning:
  e.g. - causing such stir.
  - kicked out of the school choir.

- Some examples of figures of speech in the story include:

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SIMILE:
The narrator compares the texture of her hair to dry winter grass '…describe it as dry grass in winter.' (page 97)

A **SIMILE** is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'.

METAPHOR
The narrator refers to her knees as '…knock -knees to describe how they touch each other as if knocking when she walks. (page 97)

A METAPHOR is a figure of speech where two things that are normally unrelated are compared to each other.

PERSONIFICATION
The sun is given human qualities when referred to as lazy. 'The winter sun seemed as lazy as we were.' (page 99)

PERSONIFICATION is a figure of speech in which a non-living object is given the characteristics of a person

IRONY:
The girls at the school are jealous of the narrator's academic success, yet they befriend her when they need help with their schoolwork.
The girls tease the narrator about being ugly, and believe boys would not be interested in her, yet the handsome star of the rugby team – Sizwe – falls for her.

The definition of irony is the use of words where the meaning is the opposite of their usual meaning or what is expected to happen.

4.7 Tone and Mood

Tone:

- A **gloomy, desperate** and **depressed** tone. The narrator uses this tone when she still lacks confidence and has a low self-esteem.

- **Cheerful tone**
The narrator's tone changes after watching the praise poet performing and eventually discovers her talent. That is when the tone becomes exciting.

Tone is a quality in the voice that expresses the speaker's feelings or thoughts, often towards the person being spoken

Mood:
- sad, angry, emotional (initially) happy, optimistic (at the end)

The way you feel at a particular time: Are you feeling good or bad, cheerful or irritable right now? This is your mood.

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Activity 1

'TRANSFORMING MOMENTS'

Read the following extract and answer questions which follow:

My essays were the epitome of good work and they would be read to the whole class. I was probably proud of myself, even though I didn't really give it any serious thought. Somehow, my academic success did not do much for my confidence or give me any self-love. I thought I was very ugly and the fact that my hair was so hard to manage did not make things easier. I used to describe it as dry grass in winter. After a while, I even stopped combing it. I'd wash it and dry it, get dressed in my black skirt and white shirt, which were not as nice as those of the other girls, and off I'd go to school. To top it all, I had knock-knees and big feet! I was just so ugly and awkward – I hated myself. And, my God – I sat in the front desk! Miss-ugly-top-of-the-class.

Our school was one of the biggest high schools in the Eastern Cape and we had a great school choir that simply collected trophies. I remember Bulelwa's voice every time I think of our choir. I used to close my eyes and enjoy listening to her sing. I don't know how many times I wished I had a tape recorder so that I could tape her voice and have the pleasure of listening to her for the rest of my life. I must say, I felt great on those rare afternoons when Bulelwa would come and study with me under the black wattle tree near the teachers' cottages. I loved that spot. And I also remember that Bulelwa would stand by me when some of the girls in dormitory teased me about boys.

1. What is the setting of the story? (1)
2. In which area of her schoolwork does the narrator show a particular talent? (1)
3. Explain why the following statement is FALSE:

   The narrator's academic success results in a fulfilling life for her. (2)
4. Refer to line 6 (describe it as…stopped combing it.)

   (a) Identify a figure of speech in this line. (1)

   (b) Explain the comparison in this figure of speech. (2)
5. What do the words, 'that simply collected trophies' imply about the school choir? (2)
6. Discuss the narrator's opinion about Bulelwa. (1)
7. Refer to the story as a whole:

   Do you think the narrator admires the 'boy from Port Elizabeth'? Discuss your view. (2)

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Answers to Activity 1

1. Eastern Cape ✓ (1)

2. The narrator is very good in writing essays. ✓ (1)

3. The narrator's academic success does not boost her confidence. Even though she is intelligent, she still feels inferior. ✓✓ (The irony must be evident -both parts should be there for the answer to earn 2marks) (2)

4. (a) Simile ✓ (1)

   (b) The narrator thinks her hair is so dull ✓ and unmanageable and she refers to it as dry winter grass./ The narrator compares the dryness of her hair ✓ to the grass that is lifeless and dry in winter time. ✓ (2)

5. It suggests that the school choir is very good. ✓ In every competition they always come first and collect lot of trophies. ✓ (2)

6. The narrator likes Bulelwa ✓.She thinks that Bulelwa sings beautifully. ✓ (2)

7. The narrator admires/likes Sizwe ✓ and she also feels that he is handsome. ✓ (2)

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The Last Breath 2

by *Sam Kahiga*

Sam Kahiga (Kenya) was born in Utbiru, Kenya in 1946. He studied art and design in Nairobi at the University College, and then worked for the National Broadcasters becoming a documentary film maker. He later turned to full time writing and has written short stories and novels. He has also been a musician and a painter.
Sam Kahiga

Sam Kahiga

1. Summary

There are four characters in this short story: the narrator, Eva, mother, and the father. The narrator is in love with Eva who is blind, and the father is against the narrator's wishes to marry Eva. The father always interferes with the narrator's wishes and dreams.

There is conflict between the narrator and his father regarding Eva. The narrator's father thinks that this girl is not best suited for his son. On the one hand the narrator has decided to marry Eva regardless that his father approves of her or not. The narrator's mother understands and supports him and his feelings. She has met Eva and approves of her son's relationship with her (Eva).
The mother confides to his son, that his father is sick (with lung cancer) and he does not need to be stressed.

The narrator is apologetic that he must go against his very sick father's wishes. His father's condition has worsened, and the narrator is resolute/determined to propose marriage to Eva. He gives Eva a copper ring. Eva thinks that they should rather wait for a while because the hospital has promised her a new cornea from a certain donor.

The story ends when the narrator appreciates the kind heartedness of his father who donates a cornea to Eva just before his death.

2. Title

The story is about the narrator's father donating an organ (cornea) to Eva just before he dies. This act of kindness is done in his 'last breath'.

3. Themes

3.1 Love / kindness / selflessness

- There is romantic love between the narrator and Eva. The narrator wants to marry her as soon as possible whereas Eva prefers to wait until after she has a cornea transplant.
- There is also a more mature, enduring love between the narrator's parents. The mother is very protective of her seriously ill husband and warns the narrator not to stress or upset him. She tries to maintain peace in their home for her husband's sake.
- There is deep love the parents have for the narrator. They are protective and want the best for him. However, the narrator does not see it this way. He loves his parents, but thinks his father always stands in his way. Only at the end does the narrator feels his father's love when he donates his cornea to Eva to make his son happy.

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3.2 Organ donation

The narrator's father donates his cornea to Eva when he dies. Eva can live a normal life after receiving cornea donated to her. This story helps to encourage organ donation by showing how life-changing it can be.

3.3 Parental Interference

The narrator's father wants to make decisions for the narrator. The narrator feels that his father is trying to control his life. For example, the narrator's father forces him to leave music and does not approve of his relationship with Eva. He feels that his father prevents him from doing what his heart desires.

3.4 Prejudice against people with disabilities

Eva is blind. She cannot live a normal life. Eva experiences prejudice when the narrator's father objects to her marriage to his son because she is blind.
People with disabilities often experience prejudice in their daily lives.

Setting is an environment or surrounding in which an event or story takes place. It may provide particular information about placement and timing,

4. How is the story told?

4.1 Setting

The story takes place at the school for the blind when the narrator and his father pay Eva a visit. It continues at the narrator's home.

4.2 Structure and Plot Development

Exposition

At the beginning of the story, the narrator's father is against the narrator's wishes of dating a blind girl, Eva. The narrator's father does not approve of the marriage because Eva is blind. The father always interferes with the son's wishes even before Eva came into the picture. The narrator wants to pursue a career in music but ends up working at the bank because his father denied him that opportunity.

Rising Action

There is tension between the father and the son as they do not agree on the marriage. The narrator proposes to Eva even though his father does not approve. The narrator learns that his father has a lung cancer and the narrator's mother asks the narrator to be careful how of he treats his father. Despite what the mother has said the narrator continues to propose marriage to Eva.

Climax

After the narrator's father dies the narrator discovers that his father has donated his cornea to Eva. His father has donated his cornea to Eva, and this proves the love he had for his son.

Resolution

The narrator marries Eva and he sees his father's love through Eva's eyes.

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4.3 Characterisation

The main character **The Narrator (Protagonist)**	• Strong – willed. • He loves unconditionally: He loves Eva despite her being blind. • He is impulsive/spontaneous.
The Father (Antagonist)	•He is controlling because he does not take his son's feelings into account. • He is judgmental because at the beginning he does not allow the narrator to marry a blind Eva. • He is loving/selfless because he donates a cornea to Eva.
The Mother	• She is supportive as she always supports her son's choices. • She is sensitive to other people's feelings. • She is considerate and loving. She loves he son and of her husband. • She is accommodative.
Eva	•She is confident despite her disability. • She is supportive to her boyfriend. • She is optimistic of receiving her sight.

4.4 Narrator's point of view.

The story is narrated in the first person and the narrator is the main character. He tells a story of how his father interferes in his life. The story is told from his point of view.

4.5 Diction and figurative language

- The writer used idiomatic expressions in order to emphasise meaning:
  e.g. …beating home, the fact.
  …brought sunshine into her life.

- Some examples of figures of speech in the story include:

METAPHOR:
o The narrator refers to his actions as being cruel.
'I finished a little savagely. (page 118)

A METAPHOR is a figure of speech where two things that are normally unrelated are compared to each other.

Euphemism
o …someone who is about to- to cross over. (page 120)
Eva is going to receive a cornea from someone who is about to die.

A euphemism is a polite, vague word or phrase that is used in place of word or phrase that might be considered offensive, harsh, unpleasant or inappropriate to say. An example of a euphemism is someone saying, "passed away" instead of "died."

4.6 Tone and Mood

Tone:
- Frustrated tone. The narrator is frustrated because his father does not approve of his relationship with Eva.
- Upset tone. The father's narrator is upset that his son can even consider marrying a blind girl.
- Sad tone. The narrator is sad to learn that his father is sick.
- Joyful tone. The narrator is happy that he is going to spend the rest of his life with Eva because his father has donated cornea to her.

Tone is a quality in the voice that expresses the speaker's feelings or thoughts, often towards the person being spoken

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Mood:
- Somber, gloomy and sad (at the beginning)
- bright and cheerful (at the end)

The way you/author or narrator feel at a particular time: Are you feeling good or bad, cheerful or irritable right now? This is your mood.

ACTIVITY 2

'THE LAST BREATH'

Read the following extract and answer questions which follow:

'What does he say? Mother,' I pleaded, suddenly seized by a wave of feeling and passion. 'Why don't you say you understand? Of course I wish Eva could see, but just because she can't, through no fault of her own, it shouldn't make Dad regard her as an outcast. She says I have brought sunshine in to her life. Think of that, Mother. If I left her I'd plunge her back into darkness...' For some reason I was near to sobbing. 'And she has brought sunshine into my life too,' I continued bitterly. 'Of all people, she seems to understand me best.'

Silence followed this outburst. I couldn't bring myself to look at Mother in case there were tears already in my eyes. But her eyes I knew were fixed on my face.

'We all understand you, 'Mother said at last. 'But we do not want you to be unhappy...'

What empty words. I could not even reply. My happiness was in Eva's hand. They were denying me that hand for marriage, thus plunging me into the depths of misery.

Your father cares for your happiness more than you know, 'Mother went on. Do not forget that... He looked so dark and troubled when you came in. It is bad for his health.'

Something in her voice made me turn and look at her. Her hand was on the door knob and its movement were nervous, I thought.

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1. Who does ' he' refer to in (line 1)? (1)
2. What happened to the narrator when his father interfered with his dreams in the past? (1)
3. Describe the narrator's relationship with his father? (3)
4. Why is the narrator so in love with Eva? (2)
5. Quote a SINGLE word in (line 4) which suggests that Eva is not accepted by the narrator's father because of her disability? (1)
6. Write down ONE word which has the same meaning as 'crying' in line 6? (1)
7. Do you think it is fair for the narrator's father to judge Eva because of her disabilities? Discuss your view. (3)
8. Refer to line 15 ('They were denying me that hand for marriage')

   What is meant by the above phrase in the context of this short story? (2)
9. The mother is worried about the misunderstanding between her son and her husband and ends up revealing her concern. Briefly explain what the mother's concern is? (2)

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10. (a) One of the themes potrayed in this short story is prejudice?

Discuss how this theme is relevant to the father of the narrator and Eva. (3)

(b) One of the themes potrayed in this short story is organ donation?

Discuss how this theme is relevant to the father of the narrator,Eva and his son. (3)

(c) One of the themes potrayed in this short story is parental interference in the affairs of their children ?

Discuss how this theme is relevant to the narrator,his mother and father. (3)

11. Do you sympathise with the narrator in this extract? Discuss your view. (4)

Answers to activity 2

The Last Breath

1. The narrator's father. ✓✓ (1)

2. He was planning to study music and ended up working in the bank. ✓ (1)

3. Difficult relationship. ✓ They always have misunderstandings regarding life choices. ✓
/ Strained relationship . (2)

4. She supports him and understands him as well. ✓✓ (2)

5. 'outcast' ✓ (1)

6. 'sobbing' ✓ (1)

7. Open ended:

No. The fact that Eva is blind does not mean that she is not capable of living a normal life.

Yes. The narrator's father does not understand how a blind person can lead a normal life since he has never been blind. He is just less informed. The father wants what is best for his son. He thinks Eva will be a burden to his son because of her blindness

Note: For full marks, the response must be well substantiated.

8. The narrator's father does not want him to marry Eva ✓ because she is blind/has a disability. ✓✓ (3)

OR

The narrator's will ony be truly happy ✓ when his father gives him the blessing to marry Eva. ✓ (2)

9. The mother encourages the son to be more understanding of his father ✓✓(because)
The narrator's father has lung cancer. ✓ He is going to die soon. ✓✓(Any two of the above.) (2)

10. (a) The discussion of the theme of prejudice should include the following points among others:
The narrator's father is prejudiced against Eva because she is blind.
The father is against the marriage of Eva and his son. He thinks Eva is less of a human being because she is blind. ✓✓✓ (3)

NOTE: For full marks the response must be well substantiated. A response which is not well substantiated can score 1-2 marks . The interpretation must be grounded in the short story. (3)

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(b) The discussion of the theme of organ donation should include the following points among others:
Doctors can recommend organ donation for certain medical conditions. Patients /people living with disabilities can enjoy an improved quality of life if the society is educated on the benefits of organ donation and they are ready to donate. The father suffered from cancer and he decided that when he pass away his cornea should be given to Eva. Eva is happy that she is going to get a new cornea and that she will able to see her engagement ring and her future husband. The organ donation is going to help both the narrator and Eva to have a happy marriage.The cornea donation has also healed the rift/ fight /disagreement between the late father and son. The narrator now has fond memories of his father. ✓✓✓

NOTE: For full marksthe response must be well substantiated. A response which is not well substantiated can score 1-2 marks . The interpretation must be grounded in the short story. (3)

(c) The discussion of the theme of parental interference in the affairs of their children should include thefollowing points among others:
Parents have their childrens' best interests at heart. In doing that they unintentionally hurt their children. The father discourages his son to follow his music career – he ends up working at the bank. The father is against his son's marriage to the blind Eva. In this instance the son stands his ground and follows his heart- he proposes to Eva.
The narrator's mother is understaning and does not interfere with his wishes. ✓✓✓ (3)

NOTE: For full marks the response must be well substantiated. A response which is not well substantiated can score 1-2 marks . The interpretation must be grounded in the short story.

11. Open ended:

Yes. His father does not allow him to follow his heart. He gets forced to stop doing things he likes, like pursuing music and marrying Eva.

No. His father only wants the best for him and as a child he should listen to his parents' advice.

Provide a relevant response which shows an understanding of the short story. For full marks, the response must be well substantiated. (4)

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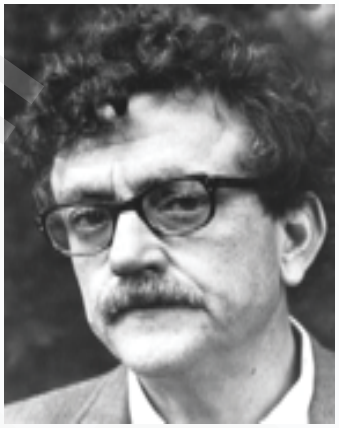
Next Door 3

by *Kurt Vonnegut*

Kurt Vonnegut (1922 – 2007) was an American who fought in World War II. He was captured by the Germans and held in a prison in Dresden, Germany. When he came back from the war, he worked as a newspaper reporter, teacher and public relations officer before his writing career took off. This short story was first published in cosmopolitan in 1955. It later appeared in a collection titled Welcome to the Monkey House. The story was made into a short film.
Kurt Vonnegut



Kurt Vonnegut

1. Summary

Mr and Mrs Leonard and their eight-year-old son Paul stay in a house that is partitioned into two by a thin wall. Next door to the Leonards is the Hargers. Both families must speak softly because the wall separating them is very thin.

Paul is left alone at home while Mr and Mrs Leonard/his parents go out to watch a movie. Mrs Leonard leaves emergency numbers for Paul to call if there is an emergency.

Paul is playing with his microscope when he hears a man and woman fighting next door. The sound coming from the radio and the couple's voices become loud and unbearable. After failing to stop the fight by banging the wall, Paul calls All-Night Sam. Paul pretends to be the child of the Hargers trying to bring his parents together. The DJ then tells his listeners about the request he has just received to bring a couple back together.

After the radio goes off, Paul hears another argument between the couple and a sound of a gunshot. From what Paul can hear, the woman, Charlotte, is not Mr Harger's wife. Charlotte offers Paul a bribe for him to keep quiet about the incident. When the policeman arrives, Mr Harger and Paul deny having heard any gunshots.

Mrs Harger comes back home thinking that the message she heard on radio was from Mr Harger to her.

Paul is happy to have his parents back from the movies, but he does not tell them anything about the incident (adventure), which proves that he has indeed grown up.

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2. Title

The story is about the TWO families that are next door neighbours. The boy, Paul, from next door tries to intervene when neighbours are involved in a fight. He ends up having to tell a lie to the police and hide information about what took place Next door.

3. Themes

A Theme is a main idea or an underlying meaning of a literary work, which may be stated directly or indirectly

3.1 Conflict

- There is conflict between the Leonards, as they cannot agree on how Paul should be treated (as a child or as an adult).
- Another conflict is between Mr. and Mrs. Harger, who have separated.
- There is also conflict between Mr. Harger and his mistress, Charlotte. Their fight is loud and takes up much of the story.

3.2 Appearance versus reality

At the beginning of the story, Mr Harger seems to be living with his wife and having an argument with her. Later it is discovered that the woman he is fighting with is not his wife but his mistress.

3.3 Loss of innocence

- Paul appears innocent and naïve (lacking in experience and wisdom), but he is wise enough to come up with the plan to call All-Night Sam.
- Paul is confronted with the dangers of the adult world. He is treated as a child but is forced to think and act like an adult.
- Paul plays along with Charlotte's plan and lies to the policeman. He does not tell his parents about what happened when they were out. He is certainly not as innocent and naïve as he appears at first.

4. How is the story told?

4.1 Setting

The story is set in a subdivided house in which two families live – the Leonards and the Hargers.

4.2 Structure and Plot Development

Exposition

Two families stay in a house that is divided by a thin partition. The wall is so thin that there is minimal privacy between the two households. Paul's parents disagree whether Paul has grown enough to be left alone at home. Paul is eventually left alone for the evening when his parents go to the movies.

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Rising Action

Paul overhears a fight between a man and a woman next door. He decides to stop the fight between the couple before they kill each other. Paul calls All-Night Sam with a message from Mr Harger to Mrs Harger. Paul fears the people fighting next door are going to kill each other.

Climax

Paul runs out into the hall when he hears three shots fired. Paul bumps into a blonde woman (Charlotte) who threatens him to keep quiet and then gives him money. A policeman arrives and knocks at both apartment doors.

Resolution

Mrs Harger returns home after listening to a message on radio. Paul is surprised to see Mr Harger is still alive. Paul's parents return from the movies and continue to treat Paul differently. His mother expects to find an enchanted frog or magic pocketknife from a fairy princess in Paul's pockets. His father argues that he's a big boy and not a little boy

The definition of a character trait

Personality characteristic or inherent value that someone has which they are unlikely to change and that helps to make an individual into the kind of person he is. All the bold descriptive adjective in 4.3 are examples of character traits

4.3 Characterisation Kindness and friendliness are examples of character traits

Paul	• He acts independent and does not mind being left alone. • He is very sensitive/ caring: He tries to stop the fight next door. • He is very matured and intelligent: He calls All-Night Sam to stop the fight.
Mr Harger	• He is untrustworthy: He cheats on his wife. • He is a liar. • He is a cheat.
Mrs Leornard	• She is warm and loving. • She is realistic and practical. • She is protective.
Mr Leornard	• He is firm and a straight talker. • He is impatient.
All-Night-Sam	• He is sensitive and understanding.
	• He is kind, sympathetic and helpful.
Charlotte	• She is loud. • She is aggressive and bossy. • She is manipulative: She threatens Paul to tell a lie.

4.4 Narrator's point of view

The story is narrated in the third person. He is an omniscient narrator, a narrator who knows everything. The narrator is an outsider – not a character in the story. The third person narrator can tell us everything about the characters actions, thoughts and feelings. The narrator also tells us about what is going on in the background. With this type of narration, the reader gets to know everything about the writer's intentions.

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4.5 Diction and figurative language

- The writer used idiomatic expressions in order to emphasise meaning: e.g. …a prickling sensation spread over his skin. Paul's hair stood on end.

- Some examples of figures of speech and sound devices in the story include:

IRONY

- The Leonards try to protect their son, Paul, from watching or being exposed to adult material by not taking him to the movies. However, Paul is exposed to serious adult content while he is alone at home. He is exposed to a fight; he hears gunshots and assumes someone has been killed. He is threatened/bullied by a bossy adult, Charlotte.
- Mrs. Hagar thinks that her absence as a woman caused the mess in the house, yet it is the presence of another woman, Charlotte, that did.

METAPHOR:

- The music is compared to a tidal wave: 'And then the tidal wave of music drowned everything again.' (page 125)
- The thickness of the mist in the microscope is compared to milk. '… the milky mist of the damaged lens.' (Page 125).

SIMILE:

- Charlotte's clumsy appearance is compared to a bed that is not made. '… like an unmade bed.' (Page 128)

ALLITERATION:

- There is repetition of a 'b' sound to emphasise the loudness of the music, '…boom of the baas...' (Page 125)

4.6 Tone and Mood

Tone:

Polite tone: The Leonards must talk very softly to avoid making noise for the neighbours because the partition is thin.

- tone: Mr. Harger and Charlotte are loud and violent when they fight.
- Firm tone: Mr. Leonard is firm when he decides that Paul must be allowed to grow up/ left alone at home.
- Celebratory tone: Mrs. Harger thinks that Mr. Hagar was desperate for her. The mess in the house makes her think that it is due to her absence, hence Mr. Hagar's desperation to have her back.

Mood:

- suspense
- somber

Irony is the use of words where the meaning is the opposite of their usual meaning or what is expected to happen

A METAPHOR is a figure of speech where two things that are normally unrelated are compared to each other.

A SIMILE is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'.

Alliteration is a term to describe a literary device in which a series of words begin with the same consonant sound. A classic example is: "She sells seashells by the sea-shore." Another fan-favorite is: "Peter Piper picked a peck of pickled peppers."

Tone is a quality in the voice that expresses the speaker's feelings or thoughts, often towards the person being spoken.

The way you feel at a particular time: Are you feeling good or bad, cheerful or irritable right now? This is your mood.

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ACTIVITY 3

NEXT DOOR

Read the following extract and answer questions which follow:

She dug into her purse, and brought out a perfumed mulch of face tissues, bobbypins and cash. ‘Here!’ she panted. ‘It’s yours! And there’s more where that came from, if you keep your mouth shut.’ She stuffed it into his trousers pocket.
She looked at him fiercely, then fled into the street.
Paul ran back into his apartment, jumped into bed, and pulled the covers up over his head. In the hot, dark cave of the bed, he cried because he and All-Night Sam had helped to kill a man.
A policeman came clumping into the house very soon, and he knocked on both apartment doors with a billyclub.
Numb, Paul crept out of the hot, dark cave, and answered the door.
Just as he did, the door across the hall opened, and there stood Mr. Harger, haggard but whole.
‘Yes, sir?’ said Harger. He was a small, balding man, with a hairline mustache. ‘Can I help you?’
‘The neighbours heard some shots,’ said the policeman.
‘Really?’ said Harger urbanely. He dampened his mustache with the tip of his little finger. ‘How bizarre. I heard nothing.’ He looked at Paul sharply.
‘Have you been playing with your father’s guns again, young man?’
‘Oh, nossir!’ said Paul horrified.
‘Where are your folks?’ said the policeman to Paul.
‘At the movies’ said Paul.

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1. Complete the following sentence by using the words provided in the list. Write down only the words next to the question number (1 (a) – 1 (c) in the ANSWER BOOK.

A young man called (a)… has just witnessed a (b) … He is confronted by the (c) … who buys his silence.

thief; All-Night Sam; crime; suspect; sin; Paul; escape

(3)

2. Quote ONE word from paragraph 1 which indicates that the woman breathed heavily. (1)

3. Explain why the following statement is FALSE.

   ‘The woman handed Paul some cash.’ (2)

4. Explain why Paul runs into his apartment (line 6). (2)

5. Identify and explain the figure of speech used in the line below.

   Numb, Paul crept out of the hot, dark cave, and answered the door. (2)

6. Refer to lines 18 and 19.

   Why does Harger look at Paul sharply? Explain fully. (2)

7. Refer to line 20, ‘Oh, nossir!’ said Paul horrified.

   (a) Explain the use of ‘nossir’ (2)

   (b) Why is Paul terrified? (2)

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8. Refer to line 21 ('Where are your folks?' said the policeman to Paul.)

   The word 'folks' refer to …

   A neighbours.
   B friends.
   C parents.
   D siblings. (1)

9. How do we know that Harger is not very young? (1)

10. What does Paul refer to when he says, 'It's an adventure.' (1)

11. Is Harger cheating on his wife? Support your answer by making reference to the whole story. (3)

Answers to Activity 3

Next door

1. (a) Paul ✓ (1)

   (b) crime ✓ (1)

   (c) suspect ✓ (1)

2. '**Panted**' ✓ (1)

3. She puts money/cash in Paul's pocket instead of handing it to him. ✓ (2)

4. He runs back because he is afraid ✓ his parents would find out that he has left the room. ✓✓ Or
   He has just been threatened by Charlotte who shot at Mr. Harger ✓ and he is scared/terrified. ✓✓ (2)

5. **Metaphor.** ✓
   Paul's room is compared to a cave because he was hiding in it. / Paul is given qualities of an animal coming out of a cave. ✓ (2)

6. He is threatening the boy to say nothing about the gun shots. ✓✓
   He is afraid that the boy might have heard the argument and the gunshots. ✓✓
   He doesnt want Paul to say anything about the gunshots to the police./ ✓✓
   Paul must deny hearing any gunshots ✓
   Any two of the above. ✓ (2)

7. (a) The boy speaks quickly ✓ because he is terrified. ✓ (2)

   (b) He has been threatened by Charlotte. He has just told a lie to the policeman. ✓✓ (2)

8. C/Parents ✓ (1)

9. Because he is referred to as 'a small, balding man, with a hairline moustache'. ✓✓ (1)

10. Paul refers to a type movie his parents are out to watch ✓ (1)

11. Mr Harger is cheating on his wife because the woman he is arguing with left the place in a hurry and another woman arrived to make up with him. ✓✓✓ (3)

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The New Tribe 4

by *Bhuchi Emecheta*

Buchi Emecheta was born in 1944 in Lagos, Nigeria. She moved to London where she has lived since. She has published several novels, and explores the themes of childhood slavery, womanhood and female independence, as well as being an African in Britain. The story was extracted from her novel, The New Tribe, and published as a short story.
Buchi Emecheta

Buchi Emecheta

1. Summary

Rev. Arthur Arlington and his wife, Ginny, are not able to have their own children. When a baby girl is abandoned at birth and brought to their doorstep by Julian (the local paperboy), they are happy to adopt her. The child, Julia is named after Julian. A Nigerian woman (Catherine Mba) hears about the story and unable to look after her son, Chester, she decides that the Arlington's would be the perfect family to provide for him. Chester is the only black child in the community of St Simon. As Chester grows up, his sense of 'unbelonging' becomes clearer to him. Eventually he forces the Arlingtons to tell him who his and Julia's biological parents are. This comes after Ginny (Mrs Arlington) tells Chester that his people came from Africa in the East. Rev Arlington tells them the exact details of their adoption as he believes in telling the truth. Deeply affected by the truth, the two children become withdrawn. Chester begins to have regular dreams about Nigeria, the country of his descent. At the end he accepts his difference and embraces the love his parents have for him.

A Theme is a main idea or an **underlying meaning** of a literary work, which may be stated directly or indirectly

2. Title

'The New Tribe' suggests that the old tribal system is changing. There is a move to a more global sense of identity, a 'tribe' that has mixed race (black and white). The story explores how this identity is discovered, adapted to and made peace with.

3. Themes

3.1 Racial Integration

The Arlingtons and the community of St Simon adapt to having the only black child living with them. Chester learns to accept that he is different (black) and how to cope with being of a different race.

3.2 Mixed race families

The Arlingtons have two adopted children, one of whom is black, and they must learn how to deal with their son, Chester's cultural and racial difference to them.

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3.3 Adoption

The process of adoption is a long and difficult one. There is always a concern that the biological parent may come to reclaim the child. Mrs Arlington is always worried that the biological parents of her adopted children might come and reclaim their children.

4. How is the story told?

4.1 Setting

Modern day England. Small, White, conservative and religious community of St Simon.

4.2 Structure and Plot Development

Exposition

The Arlingtons adopt two children. Chester is black and Julia is white. Julia is very protective of her brother Chester.

Rising Action

Chester gradually becomes aware that he is different. He realises that he is the only black child when he goes to school for the first time. When he cries the principal calls him a 'little devil' and his sister, Julia protects him. Chester is given the role of the king in the Christmas play. He is told that the king is 'King of the Orient'. Chester later learns that he is originally from East Africa, hence the colour of his skin.

Climax

Chester refuses to be the king in the annual Christmas play because he is made fun of and he is aware that he is different. He is teased as being 'King of the devils.' His mother, Ginny is disappointed because she is proud to see her son on the stage. Chester decides to ask Arthur Arlington who his real/biological parents are. Arthur tells Julia and Chester that they were both adopted. Julia and Chester become introverts.

Resolution

When Chester is allowed not to be the king in the play, he tries to make it up to his parents by making Ginny an elaborate Christmas card and giving her a pretty diary with a cover of roses and violets. They make peace. He also realises that his father is the emotionally stronger parent (Rock of Gibraltar).

4.3 Characterisation

Chester	• He is sensitive about the colour of his skin / being the only black person in the community. • He is a dreamer. • He is assertive about his identity and independence at the end.
Julia	• She is a sensitive child who loves her family very much. • She is fiercely protective of her brother. • She becomes withdrawn after discovering that she is adopted.
Mr Arthur Arlington	•He is gentle and seldom loses his temper. • He is generous and loving. He is supportive and dependable.
Mrs Ginny Arlington	• She is kind. • She is loving: She loves her adoptive children. • She is compassionate.

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4.4 Narrator's point of view

The story is narrated in the third person. The narrator is able to give all sides of the story whilst allowing readers to come to a conclusion of their own about the events in the story.

4.5 Diction and figurative language

- Some examples of figures of speech in the story include:

PERSONIFICATION:
'The room was frozen into silence'. (page 168) The room is not silent. The people in the room are silent. This emphasizes the shock the Arlingtons feel when realizing that the baby will be a black child.

SIMILE:
- o 'She clapped half-heartedly, wilting like a dying rose petal.' (Page 179) Ginny is being compared to a dying rose petal. This suggests her lack of enthusiasm because Chester is not a king. It is as if she has no energy and is fragile just as a dying rose petal has no energy to live.
- o '…like a good strong tree…' (Page 170): The love and protection that the Arlingtons showed to Julia and Chester is compared to a shade that a strong tree, provides.
- o 'It was like opening an oven.' (Page 171): The high and unbearable noise at the Millers is compared to the heat from the oven which is high and unbearable.

METAPHOR:
'Rock of Gibraltar' (page 180) Chester compares his dad, Arthur, to the Rock of Gibraltar. This suggests that Arthur is emotionally strong and someone safe and dependable.

4.6 Tone and Mood

Tone:
- Joyful tone: There is joy when the children arrive into the family.
- Matter-of-fact tone: Arthur uses this tone when he tells the children about their backgrounds.
- Commanding tone: Arthur uses this tone when he punishes Chester for laughing at Julia.
- An apologetic tone: Chester uses this tone at the end when he gives Ginny her Christmas gift.

Mood:
- Alienation, fear of rejection
- tension and frustration

PERSONIFICATION is a figure of speech in which a non-living object is given the characteristics of a person

A SIMILE is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'.

A METAPHOR is a figure of speech where two things that are normally unrelated are compared to each other.

Tone is a quality in the **voice** that **expresses** the speaker's **feelings** or **thoughts**, often towards meaning the **person** being **spoken** .

The way you feel at a particular time: Are you feeling good or bad, cheerful or irritable right now? This is your **mood**.

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ACTIVITY 4

'THE NEW TRIBE'

Read the following extract and answer questions which follow:

The officer brought out an envelope and gave it to Arthur. He glanced through it, gathering that they had been specifically chosen by the boy's mother because she had followed Julia's progress in the press. That she could not keep the toddler, Chester, because she had just found out she was expecting twins, and the father was not ready to accept another man's child.
As Ginny and Arthur were Christians, she was sure Chester would have a better chance in life with them than he would have with her. She loved her son very much but could no longer keep him.
Arthur passed the letter to Ginny. Tears welled in her eyes as she read it. 'I don't mind,' she announced impulsively. 'I always wanted a house full of children.'
One of the social workers now spoke. 'Chester's mother is Nigerian. You need to be aware he is a black child.' The room was frozen into silence. Ginny stared at the social workers questioningly. They nodded. Yes, Chester was black. Returning to the letter, she looked at the signature: Catherine Mba. She asked, 'Where is the baby now?'
'He's in the care of Social Services. He's very traumatised by being abandoned, and we feel he needs a home as fast as possible. We wanted to know if you would consider giving him one while his case is assessed.'
'Consider! What is there to consider!'

5 10 15 20

1. Explain why Catherine Mba chooses the Arlingtons to adopt Chester. (2)

2. Refer to lines 9 - 11 ('Tears welled …full of children.')

   Write down one-character trait of Ginny as revealed in these lines. (1)

3. Identify the figure of speech in line 13 and comment on its effectiveness:

   'The room was frozen into silence.' (2)

4. Refer to line 14 ('Ginny stared at the Social Workers questioningly…')
   Why does Ginny look at the Social worker questioningly? (2)

5. How is the title of this story relevant to the plot? (2)

6. Identify and discuss one theme that is evident in this story. (3)

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Answers to Activity 4

'The New Tribe'

1. Catherine has followed Julia's progress in the press. ✓
   Since Arthur and Catherine are Christians she knows that Chester would have a better chance in life with them. ✓ (2)

2. Loving / caring / she loves children / she is kind and warm-hearted. ✓ (1)

3. Personification/hyperbole. ✓✓

   Everyone in the room is shocked, and they all go silent. ✓ (2)

4. She is worried because Chester is black. ✓ She is not sure of how the community will treat him since it is a White community. ✓ (2)

5. Accept a relevant response which shows an understanding of the following aspects of the plot, amongst others:
   - ✓ multiracial society/mixed race society
   - ✓ Chester being the only first Black child in the Mansfield community
   - ✓ Chester being aware of the colour of his skin
   - ✓ Chester being aware of the colour of his skin knowing that he is different
   - ✓ Subtle gestures made by the community make him feel he is expected to be good. (2)

6. **Theme:**

Adoption ✓

Explanation:
The Arlingtons go through bureaucratic processes when they adopt Julia and Chester. /The Arlingtons are a happy family until Chester wants to know his real mother. / Although they remain a family after the revelation of the truth, there are remarkable changes in the behaviour of all the members of the Arlington family. ✓✓✓

Theme:
Mixed race families ✓

When the Arlingtons adopt Chester as their child, they become the first mixed race family in their community. / As the only black child in the community, Chester has to be on his best behaviour all the time./ Although he never experiences racism, there are instances where he is made to feel that he is different and this makes him to have a sense of not belonging. ✓✓✓

NOTE: 1 mark for a theme and 2 marks for the explanation. (3)

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A chip of glass ruby

5

by *Nadine Gordimer*

Nadine Gordimer (20 November 1923 – 13 July 2014) is a South African writer, political and recipient of the 1991 Nobel Prize in Literature. She was recognized as a woman "who through her magnificent epic writing has – in the words of Alfred Nobel – been of very great benefit to humanity". Gordimer's writing dealt with moral and racial issues, particularly Apartheid in South Africa. Under that regime, works such as Burger's Daughter and July's People were banned. She was active in the anti-apartheid movement, joining the African National Congress during the days when the organization was banned, and gave Nelson Mandela advice on his famous 1964 defence speech at the trial which led to his conviction for life. She was also active in HIV/AIDS causes.

Nadine Gordimer

1. Summary

This short story is about an Indian-African Muslim woman who wants to make a difference. Her name is Zanip Bamjee. She lives with her husband, Mr Bamjee, her son Jimmy, and daughter Girlie. They live with other African and Indian families in a poor neighbourhood. Zanip is a political activist who feels obligated to help the people in need. One way she helps her community is by making leaflets and protesting against the government. She does this because the black community is being taken away from their homes and deep down, she feels like that is going to happen to the Indian community too. Her son Jimmy is by her side because he feels the same way about the government as his mother. Mr. Bamjee, on the other hand, sees things differently and thinks they are going to get themselves into trouble. Girlie, daughter to the Bamjees, feels the same as her mother and brother. Mr. Bamjee begins to wonder why he even married his wife, and Girlie reminds him that he married her because Mrs. Bamjee doesn't want anybody to feel left out, and no one else is like that. Mrs. Bamjee is later thrown into jail with other activists who try to make a difference.

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2. Title

- The literal meaning of the title: A chip of glass ruby refers to the jewellery that Indian women wear in their nose. This highlights the Indian traditional way of life. This jewellery is worn to enhance beauty (outward appearance).
- The figurative meaning of the title: Mrs. Bamjee can be referred to as a chip of glass ruby. She is delicate and she is precious. It also suggests that Mrs. Bamjee is a shining light (chip of glass ruby shining) in a dark place (apartheid).

3. Themes

A Theme is a main idea or an underlying meaning of a literary work, which may be stated directly or indirectly

3.1 Sacrifice

- Mrs. Bamjee thinks of others and takes risks in order to help them. She puts herself in the danger of being arrested by printing the anti-Apartheid material on the duplicator.
- She sacrifices her family's well-being for the sake of the struggle for liberation. When she is arrested, she leaves behind her young children and husband. When in prison, she goes on a hunger strike.

3.2 Discrimination/Racial prejudice

- Non-whites are discriminated against and Blacks carry passes with them.
- The Group Areas Act forces Mr. Bamjee's mother to move out of her house in Noorddorp.
- Political activists like Mr. Khan are arrested because they express their concern about political injustices.
- Ahmed (Mrs. Bamjee's son) is discriminated against in school. Mr. Peterson humiliates him by saying his mother is imprisoned because she wants Indians to be the same as Black people.

3.3 Selfishness

- Mr. Bamjee is selfish and uncaring on those affected by Apartheid as he is not directly affected. He has no concern about Apartheid's effect on others, unlike his wife.
- He only thinks of himself, as he thinks that Mrs. Bamjee's arrest is her own fault; he makes no attempt to find out where his wife has been taken or visit her in prison.
- Mr. Bamjee does not even comfort the children when their mother is arrested.
- He feels sorry for himself and acts as the victim when people visit.

3.4 Commitment

- Mrs. Bamjee is committed to her family and the struggle for liberation. Mrs. Bamjee looks after the family and works late at night printing leaflets against Apartheid on the duplicating machine.
- Even after her arrest, she goes on a hunger strike, to show her commitment to the struggle (against Apartheid).

3.5 Change

- Mrs. Bamjee's behaviour changes the family, the country and the system.
- Mr. Bamjee shows signs of changing as he understands what attracted him to Mrs. Bamjee.

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3.6 Love/compassion

- Mrs. Bamjee's children unlike Bamjee are supportive and understanding of their mother.
- Jimmy packs clothes for his mother and gave her his own jersey to wear in prison so that she won't get cold.
- Mrs. Bamjee's love transcends the prison walls. She instructs Girlie to wish her stepfather well on his birthday. She is not angry that Mr. Bamjee doesn't visit her in prison.
- Mr. Bamjee appreciates the reasons why he fell in love with his wife in the first place.

Setting is an **environment** or **surrounding** in which an event or story takes place. It may provide particular information about placement and timing.

4. How is the story told?

4.1 Setting

The story takes place in a poor neighbourhood where Blacks and Indians live within a very troubled government in the time of Apartheid.

4.2 Structure and Plot Development

Exposition

The setting is sketched as the dining room of a small house in a lower income non-white community. Mr and Mrs Bamjee are having a conversation about the duplicating machine. Mr Bamjee's internal conflict concerning his wife's political involvement is introduced.

Rising Action

Mrs. Bamjee copies the leaflets and meets with several prominent businessmen, working as political activists in their community.
Mrs. Bamjee meets with ordinary black women in their house which causes Mr. Bamjee to be upset. Mr. Bamjee disagrees with his wife's participation in the protest action and avoids reading the leaflets. Mr. Bamjee questions how his wife can be involved in political matters that do not affect them as Indians.
Dr. Khan, a highly educated and prominent man in the community is arrested.

Climax

The Special Branch arrives at the Bamjee's home and to arrest Mrs. Bamjee.
Mr. Bamjee is upset with the situation and angrily yells at his wife and at the men who had come for her asking what he is to do now that she is being taken.
The children help their mother pack, while Mr. Bamjee remains impassive. Jimmy gives her his green jersey to take along so that she would not be cold.
The policemen move around the house taking the duplicating machine and other items around the house. After Mrs. Bamjee and the policemen have gone, Jimmy leaves to inform Girlie (Mrs. Bamjee's oldest daughter) about the arrest.

Resolution

Mr. Bamjee comments on the routine tasks that are now no longer being performed by his wife. The children keep to themselves. During the first few weeks after Mrs. Bamjee's arrest her husband does not speak of her but rages silently. The children discover that their mother has been moved to a prison in Pretoria. Girlie visits her mother in prison.

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4.3 Characterisation

Yusuf Bamjee	•A vendor, a loving and dedicated father even though he does not show it. • Mr. Bamjee is conservative. • He has a hint of racial prejudice. • He is self-centred.
Zanip Bamjee	• She is selfless – always put others first. • She is loving and caring. • She believes in equality among the people of different races. • She is humble but not afraid to voice out her opinion in order to make a difference. • She is hard working. • She is brave and courageous. • She is unselfish – at the end of the story, she reminds Girlie that it is Mr. Bamjee's birthday.
Girlie	• She is Mrs. Bamjee's eldest daughter. • She is caring she visits her mother in prison to offer her support. • She has adopted a modern way of life, when she, unlike most Indian girls; is described as wearing a lipstick.
Jimmy	• He is Mrs. Bamjee's 15-year-old son from her deceased husband (Pahad). • He is supportive of her mother and shares her political views. • He is young but recognises the racial conflict created by apartheid.

4.4 Narrator's point of view

The story is narrated in the third person and the narrator is not one of the characters in the story. The narrator refers to the characters as he, she or they (or by name). This third person point of view helps the reader to see the story from a wider perspective than from only one character's viewpoint.

4.5 Style

An informal register is used throughout the story. Straightforward, simple style.

4.6 Figurative language

Some examples of figures of speech in the story include:

SIMILE:
- '…unimportant as a dress on a peg.' (p.21)
- 'her hands shook like a very old person's…' (p.23)
- 'Jimmy looked like a merchant…' (p.24)
- 'faces of the children were behind her like…' (p.24)
- 'He fell unto bed each night like a stone…' (p.27)
- '… as a beast of burden is beaten to its feet.' (p.27)

METAPHOR:
- 'snap of a trap, realization came.' (p.23)
- 'Jimmy bolted and barred the front door…' (p.24)
- 'he had become the ghost of a victim…' (p. 27)
- '…he was wolfing bread and strong tea…' (p.27)

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IRONY:

- Mr Bamjee makes no attempts to find out where his wife is taken, and he also makes no attempt to visit her. Instead he is angry with her for getting into trouble with the police, and for leaving him with the responsibility of taking care of so many children.

- It is ironic that Mrs Bamjee remembers Mr Bamjee's birthday, and tells Girlie, his stepdaughter, to make sure she wishes him on his birthday, yet Mr Bamjee does not seem to care about his wife and what happens to her.
- Mr Peterson would have been oppressed by the white Afrikaner government, yet he mocks Ahmed because his mother is in involved in the liberation struggle.

4.7 Tone and Mood

Tone:

- Sarcastic tone – the exchange between Mr. Bamjee and Jimmy when they discuss Ahmed's humiliation in the classroom is sarcastic.
- Ironic tone – Mr. Bamjee is critical of his wife's activities, yet these activities are morally noble.
- Hopeful tone – Mr. Bamjee finally sees the good in his wife and there is hope that he will change his attitude.

Atmosphere:

- There is an atmosphere of secrecy in the story.
  - Mrs. Bamjee holds meetings with the African women and with the important freedom fighters that come and go, but there are no details about what is discussed at the meetings.
  - Even Mr. Bamjee realises that he does not really know who comes to his house in the daytime. The prison where Mrs. Bamjee is kept in custody is also not revealed to the family until a lawyer intervenes.

A SIMILE is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'.

A METAPHOR is a figure of speech where two things that are normally unrelated are compared to each other.

Irony is the use of words where the meaning is the opposite of their usual or what is expected to happen.

Tone is a quality in the voice that expresses the speaker's feelings or thoughts, often towards meaning the person being spoken.

ATMOSPHERE is the feeling, emotion, or mood that an author creates in a narrative through descriptive language. ... Though the atmosphere is usually established very quickly in a work of literature, it can change throughout the text depending on the scene or stage of character development.

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ACTIVITY 5.1

'A CHIP OF GLASS RUBY' – Nadine Gordimer

TEXT A

Read the following extract and answer questions which follow:

'Don't tell me that. We don't have to carry passes; let the natives protest against passes on their own, there are millions of them. Let them go ahead with it.'
The nine Bamjee and Pahad children were present at this exchange as they were always; in the small house that held them all there was no room for privacy for the discussion of matters they were too young to hear, and so they had never been too young to hear anything. Only their sister and half-sister, girlie, was missing; she was the eldest, and married. The children looked expectantly; unalarmed and interested, at Bamjee, who had neither left dining-room nor settled down again to the task of rolling his own cigarettes which had been interrupted by the arrival of the duplicator. He looked at the thing that had come hidden in a wash-basket and conveyed in a black man's taxi, and the children turned on it too, their black eyes surrounded by thick lashes like those still, open flowers with hairy tentacles that close on whatever touches them.
'A fine thing to have on the dining-room table', was all he said at last. They smelled the machine among them; a smell of cold black grease. He went out, heavily on tip-toe, in his troubled way.

1. Bamjee is unhappy. What is the cause of Bamjee's unhappiness? (1)

2. Explain why there is no room for privacy in the Bamjee house? (1)

3. State the reaction of the children to Bamjee's verbal exchange with his wife. (2)

4. Using your OWN WORDS, explain the reason for the reaction in 3. (2)

5. Refer to the whole story.

   Give TWO reasons why the duplicator was brought to Mrs Bamjee. (2)

6. Identify the figure of speech in lines 14 – 15. (1)

7. Refer to line 16 'A fine thing to have on the dining-room table'…

   (a) Explain the irony in this statement. (2)

   (b) State ONE word that describes Bamjee's tone in line 16? (1)

8. When the writer says '…in his troubled way' (line 18), he shows that Bamjee is …

   A in trouble
   B unhappy
   C troublesome
   D avoiding trouble (1)

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Answers to Activity 5.1

A chip of glass ruby

1. His wife's involvement in political activities.✓ (1)

2. The house is too small.✓
   (1)

3. They are interested, unalarmed and expectant.✓✓ (2)

4. They are always present when there are such exchanges, because of how small their house is. / They have always been exposed to such exchanges because the whole family 'lived' in the dining-room.✓✓ (2)

5. To print leaflets for the stay away.✓✓Mrs Bamjee is helping to keep the campaign going because some of the leaders are jailed.✓✓ (2)

6. Simile ✓ (1)

7. (a) Bamjee does not mean what he says. He hates the duplicator, therefore, it is ironic that he says it's a fine thing to have. ✓✓ (2)

   (b) Sarcastic ✓ (1)

8. B/ unhappy ✓ (1)

ACTIVITY 5.2

TEXT B

Read the following extract and answer questions which follow:
As they talked, Bamjee woke up in the sudden terror of having overslept. Then he became conscious of voices. He heaved himself out of bed in the dark and went to the window, which, like the front door, was covered with a heavy mesh of thick wire against intruders from the dingy lane it looked upon. Bewildered he appeared in the dining-room, where the policeman were searching through a soapbox of papers beside the duplicating machine. 'Yusuf, it's for me', Mrs Bamjee said.

At once, the snap of a trap, realization came. He stood there in an old shirt before the two policemen, and the woman was going off to prison because of the natives. 'There you are!' he shouted, standing away from her. 'That's what you've got for it. Didn't I tell you? Didn't I? That's the end of it now. That's the finish. 'That's what it's come to.' She listened with her head at the slightest tilt to one side, as if to ward off a blow, or in compassion.

Jimmy, Pahad's son, appeared at the door with a suitcase; two or three of the girls were behind him. 'Here, Ma, you take my green jersey.' 'I've found your clean blouse.' Bamjee had to keep moving out of their way as they helped their mother to make ready.

5

10

15

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1. '…Bamjee woke up in the sudden terror of having overslept'. (Line 1)

   Explain why Bamjee would react with 'sudden terror' if he overslept. (2)

2. Refer to the whole story:
   Explain why the following statement is TRUE. Give TWO points.

   Bamjee is unsympathetic to his wife when she is arrested. (2)

3. Refer to lines 8-11.
   In your opinion, what causes Bamjee's reaction when he sees the policemen in his house? (2)

4. What do the actions of Mr Bamjee and Jimmy reveal about their characters when Mrs Bamjee is arrested? Substantiate your answer. (4)

5. Identify and discuss the theme evident in lines 14 – 17. (3)

6. Mrs Bamjee is a selfless character. Give TWO examples. (Refer to the whole story). (2)

7. Do you sympathise with Mrs Bamjee when she is arrested? Discuss your views. (3)

Answers to Activity 5.2

TEXT B

1. Bamjee is a fruit and vegetable hawker. He must wake up early to get to the market on time.✓✓✓ (2)

2. He shouts at her in the presence of the police. ✓
   He does not even want to stand next to her. ✓
   He does not make an effort to visit her in prison. ✓

NOTE: Any TWO of the above answers. (2)

3. He is angry because the wife does not heed his warning to refrain from helping the 'natives' with their struggles. ✓
   He feels that he has been proven right. ✓✓ (2)

4. Bamjee is unsympathetic.✓
   He shouts at her and he does not even want to stand next to her. ✓

   Jimmy is supportive. ✓
   He packs a small suitcase for Mrs Bamjee and gives his jersey to her so that she could be warm. ✓ (4)

5. Theme:
   Love/ Compassion ✓

   Explanation:
   Jimmy shows love/ compassion for his mother. This is evident when he packs clothes for her and ensures that she won't get cold. He gave her his own jersey to wear in prison. ✓✓✓

NOTE: Allocate 1 mark for a theme and 2 marks for the explanation. (3)

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6 When she gets arrested, she reminds Mr Bamjee to take the children to the engagement party.
Whilst in prison, she reminds Girlie not to forget Mr Bamjee's birthday. ✔ (2)

7. Open ended. An explanation should be based on the text. e.g.

Yes.
She helps out in fighting the apartheid system of pass laws. To her everybody's problem is the same. In prison there is a hunger strike and that must have been a very painful experience for her.

OR

No.
She is not directly affected by the pass laws and her husband has warned her to stop being involved in other people's struggle. If she had listened to her husband she would not have gone to prison.
What she does is deemed illegal, therefore she has to be punished for being involved in illegal activities. (3)

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Village People 6

by *Bessie Head*

Bessie Head (6 July 1937 - 17 April 1986) was born on July in Pietermaritzburg, Natal. Her mother, Bessie Amelia Emery (Toby), was a patient at the Fort Napier Mental Hospital in that city. Toby insisted that her daughter should be given the same full name as herself. So the baby became Bessie Amelia Emery. Bessie never knew her real parents – who were an unstable white woman and an unknown black man. She was born and raised in apartheid South Africa. There she suffered from poverty, racial segregation, and gender discrimination. She trained as a teacher. She taught for a short while before she became a journalist. She became a political activist while writing for different newspapers and magazines. She fled to Botswana in 1964, where she worked as a teacher and on a farming education project in Serowe. However, the people of Botswana did not readily accept her. While in Botswana she wrote novels and short stories, based on her experiences in South Africa and Botswana. Much of her work focuses on the difficulties people face in Africa. Head died in Serowe.

Bessie Head

1. Summary

The story 'Village People' consists of an introductory essay and then TWO stories to show what she is discussing in essay.

INTRODUCTORY COMMENTS

The narrator speaks about poverty in rural Botswana and its effect on the African continent in which she lives. She thinks that the hard life people face takes away their dignity. The people are so used to poverty that they regard it as normal; they do not notice the signs of each other's poverty anymore; the narrator even compares poverty to a 'quiet second skin'.

Babies are dying because of starvation (hunger) and malnutrition. The narrator believes that people resist change, or only allow change to occur very slowly. The narrator says that these humble people are extremely warm and loving. She believes that the Gods and people elsewhere need to be reminded that such places and people exist.

STORY ONE – The old woman

The narrator is the same as in the opening essay. A very old, frail (weak), starving woman collapses from extreme hunger. The narrator instructs a small child to take the starving woman to her hut, where the narrator prepares food for her later. That afternoon a young woman comes to the narrator's yard with a pail of water, as a token of her family's gratitude for assisting the old woman. They are too poor to offer anything else, and they know that the narrator fetches water daily from the tap. The narrator comments at the end that the Gods and the rest of the world seem to have forgotten places such as this village, but the ordinary, poor people here are kind, compassionate and generous with the little they have.

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STORY TWO: Summer sun

The narrator is a young girl.

The narrator and her family have come to their land to wait for the summer rains which have not yet come although it is already January. When the rains come, they can plough the land and sow their maize, millet, pumpkin and watermelon seeds before returning to their village. The family survives on goat meat because only goats can survive a drought as they eat anything. The narrator has a lot of time to think and read as she waits with her family. She tries to learn English from the Geography book given to her by her cousin Lebenah. Lebenah has told the narrator about the importance of learning English, and the need for African women to improve themselves, especially now that Africa is changing so rapidly. The narrator thinks deeply about many things: climate change; drought and food shortages; improving herself; not falling pregnant like her sister did; how water is formed; the importance of planting more trees to increase oxygen levels. The love her family members have for each other makes their suffering bearable.

A Theme is a main idea or an underlying meaning of a literary work, which may be stated directly or indirectly

2. Title

The story explores the suffering of village people and the ways in which these poverty-stricken rural people practise a form of Ubuntu (humanity), where they care for and support one another.

Setting is an environment or surrounding in which an event or story takes place. It may provide particular information about placement and timing.

3. Themes

3.1 Poverty/Struggle

- Life is a struggle for the villagers, they are poverty-stricken (poor) – the old woman's condition, her dress and hunger serves as an example of this extreme poverty. Babies die of hunger and malnutrition.
- There is drought – no rain for the crops to grow.

3.2 Kindness/Humanity

- Despite poverty, the village people are friendly, generous and considerate towards one another. The narrator shows kindness to an old woman who collapses by giving her food.
- The old woman's family shows humanity by sending a young woman with a pail of water to the narrator's family to thank them, as they do not have any thing else.

3.3 Hope

- Villagers are still hopeful that the rain will come, even the politician leads people up the hill to pray for rain.
- The narrator is convinced (by her cousin) that reading and learning English will bring about change in her life as an African woman, this might assist her in 'escaping' poverty.

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4. How is the story told?

4.1 Setting

The story 'Village People' is set in rural Botswana (village).

4.2 Structure and Plot Development

The story 'Village People' does not have a conventional (normal) plot structure unlike the other short stories.

4.3 Characterisation

The old woman	• She is honest and not ashamed to admit to her hunger. • She is a grateful person – for the help she receives from the young woman.
The narrator **The young woman**	• She is helpful, compassionate and generous – she offers the old lady water and food • She is liberal - she thinks about her family's problems in the context of a changing Africa. • She is clear-sighted – she can see through the 'lies' of the politician. • She is a determined person: She is hopeful about change.
Lebenah •	• He is an advanced (modern) man: He believes that women need to improve their minds in order to face the challenges in Africa which is changing rapidly. • He is generous as he gives a geography book to the narrator (young woman) - so that she can learn about the world outside their country.

4.4 Style

Simple and straightforward, with a lot of repetition and imagery. The ideas and the language used in the essay are more mature. The sentences are more complex. In the second story, the language used and the ideas are simpler.

4.5 Narrator's point of view

- In the introductory comments and the first story, the narrator appears to be a young adult woman. The story is narrated in the third person. The narrator is an educated woman who is concerned about the poverty in Africa.
- In the second story, the narrator is a young girl. The story is narrated in the first person as the narrator is a character in the story. She tells the reader about herself and her dreams and hope for the future.

The definition of a character trait

4.6 Diction and figurative language

- Style is simple and straightforward with a lot of repetition and imagery.
- Some examples of figures of speech in the story include:

PERSONIFICATION/SIMILE

o 'Poverty has a home in Africa…' (p.39)
o '…like a quiet second skin' (p.39)

The narrator wants the reader to know that poverty is always present (it is a permanent feature) among the people of Africa. Just like as a second skin will be literally very close to you, so too is poverty very close to the people of Africa.

Personality **characteristic** or inherent value that someone has which they are unlikely to change and that helps to make an individual into the kind of person he is. All the **bold** descriptive adjective in 4.3 are examples of character traits

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SIMILE:
- o ‘her whole body…like a thin…’(Page 40)
- o ‘Her arms were as flat as boards’ (Page 40)
- o ‘…crumbled to the ground like a…’ (Page 40
- o ‘They are like children.’ (Page 40)

METAPHOR:
- o ‘…keeping her face empty…’(p.41)

PERSONIFICATION :
- o ‘It (poverty) may be the only place on earth where it is worn…’ (p.39)
- o ‘His mind is quick and moves…’ (p.42)
- o ‘…the sun is cruel.’ (p.42)
- o ‘…many birds in the bush will welcome it (sun).’ (p.42)
- o ‘…across the sky and bend down…’ (p.43)

A METAPHOR is a figure of speech where two things that are normally unrelated are compared to each other.

PERSONIFICATION is a figure of speech in which a non-living object is given the characteristics of a person.

4.7 Tone and Mood

Tone:
- Tone of despair:
  - o When hope is completely lost, from the opening sentence: ‘Poverty has a home in Africa – like a quiet second skin’.
  - o The people are quite helpless against the cruelty of nature; the on-going drought results in starvation and death.
- Tone of hopelessness:
  - o There is a feeling of hopelessness as the villagers wait in vain for the drought to end. They live in deep rural Botswana, which means their lives are difficult and there are few opportunities for improving their lives. Poverty also creates fear and anxiety.
- Optimistic/hopeful tone
  - o The narrator feels hopeful that the rains will come, and that education will emancipate her.

Tone is a quality in the **voice** that **expresses** the speaker’s **feelings** or **thoughts**, often towards **meaning** the **person** being **spoken**

Mood:
- Serious/ gloomy/ sombre/depressing.
  - o There is no sign of rain; the people starve, babies die; they cannot sow their seeds so there will be no harvest the next year.
  - o The people are worried about how they will survive. The gloomy mood is evident, for example, when the narrator in the second story says: ‘I feel great pity for my family, and other families. I wonder why we sit here like this. Each day the sun is hot, hot in the blue sky. Each day the water pool of November rain gets smaller’. The narrator seems to be really sad and worried.

The way you **feel** at a **particular time:** Are you feeling good or bad, cheerful or irritable right now? This is your **mood.**

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ACTIVITY 6

‘ VILLAGE PEOPLE’

Read the following extract and answer questions which follow:

The crowd laughed in embarrassment that she should display her need so nakedly. They turned away; but old ladies have no more shame left. They are like children. They give way to weakness and cry openly when they are hungry.
‘Never mind, I said. ‘Hunger is a terrible thing. My hut is not far away. This small child will take you. Wait till I come back, then I shall prepare food for you.
‘Then, it was late afternoon. The old lady had long passed from my mind when a strange young woman, unknown to me, walked into the yard with a pail of water on her head. She set it down outside the door and squatted low.
‘Good-day. How are you?’ I said.
She returned the greeting, keeping her face empty and carefully averted.
It is impossible to say: what do you want? Whom are you looking for? It is impossible to say this to a carefully averted face and a body that squats quietly, patiently. I looked at the sky, helplessly I looked at trees. I looked at the ground, but the young woman said nothing. I did not know her, inside or out. Many people I do not know who know me, inside and out, and always it is this way, this silence?
A curious neighbour looked over the hedge. ’What’s the matter?’ she asked.
I turned my eyes to the sky again, shrugging helplessly.

5
10
15
20

1. What is the need that the woman displays in line 1? (1)

2. Describe TWO characteristics of the crowd that are revealed in line 2. (2)

3. Refer to lines 2 - 4 (‘They are like…they are hungry’).

   (a) Identify a figure of speech used in these lines. (1)

   (b) Explain the comparison in this figure of speech. (2)

4. Refer to lines 4 - 5(‘Never mind . . . food for you ‘)

   Identify and discuss the theme evident in these lines. (3)

5. Refer to lines 8-10 ‘The old lady… and squatted low. ‘

   (a) Why has the strange woman come to the narrator’s yard? (2)

   (b) Quote a SINGLE WORD to prove the following statement FALSE.

   The strange woman comes to the narrator’s yard and stands the whole time. (1)

6. Refer to line 10 (‘She returned the… and carefully averted.’)

   Choose the correct answer to complete the following sentence. Write only the letter (A - D) next to the question number in the ANSWER BOOK.

   When the narrator keeps ‘her face empty’, it means that she is …

   A careless
   B cheerful
   C expressionless
   D disrespectful (1)

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7. Refer to line 11 ('It is impossible to say: what do you want? Whom are you looking for?')

   Explain the reason for the narrator not to ask the strange woman these questions. (1)

8. Refer to line 18 ('I turned my eyes to the sky again, shrugging helplessly.')

   (a) What emotion is the narrator experiencing when she is 'shrugging helplessly'? (1)

   (b) Give a reason why the narrator shows this emotion. (1)

Answers to Activity 6

The Village People

1. The woman displays her need for food. ✓ (1)

2. The crowd is harsh/ uncaring. ✓
   They are unsympathetic. ✓ (2)

3. (a) Simile ✓ (1)

   (b) The older woman's open declaration of hunger is compared to the behaviour of young children who do not have any shame but display their feelings about anything (including hunger) in public. ✓ (2)

4. Theme:

Human kindness

Explanation:
The narrator is kind enough to offer food to a stranger that she has never met and she invites the woman into her house. ✓✓

NOTE: 1 mark for a theme and 2 marks for the explanation. (3)

5. (a) She has been sent by the old woman's family to bring a pail of water to the narrator to thank her for her act of kindness/ having given the older woman food when she collapses earlier. ✓✓ (2)

   (b) 'squatted' ✓ (1)

6. C / expressionless ✓ (1)

7. The silence, helplessness and politeness of the strange woman makes it impossible for the narrator to ask many questions. ✓✓ (2)

8. (a) Confused /uncertain / helpless. ✓ (1)

   (b) She does not know what the young woman wants / the young woman is not saying anything. ✓ (1)

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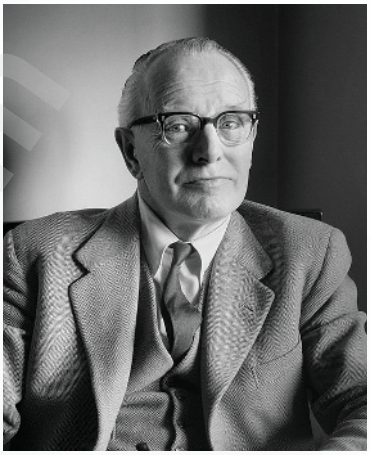
The fur coat

7

by *Sean O'Faolain*

Sean O'Faolain was born on 22 February 1900 and died in April 20, 1991. He was an Irish writer, considered a master of the short story. He became the member of the Irish Republican Army (IRA), fighting for independence with Great Britain.



Sean O'Faolain

1. Summary

There are only two main characters in the story, Paddy and Molly Maguire. Molly is a housewife and has raised their children on her own while her husband is in and out of prison due to his activities in the Irish Republican Army (IRA). Before Molly married Paddy, she used to work in her father's shop. She is a plain woman, and does not have time to dress like the other loose women that Paddy refers to. Molly mends her son's pyjamas. There is a pile of clothes for her to mend. This tells the reader that Molly and Paddy do not have much money. Molly is filled with despair because deep down she wishes they were well off; then she would not have to mend clothes. She thinks that one day after she has died, someone will invent plastic pyjamas that can be wiped with a dishcloth and easily mended with glue. This shows that she is hoping for an easier life.

Later, Paddy gets promoted to be the Secretary to the Minister for Roads and Railways; and they are soon to be rich. Molly wants a fur coat; mink, a sable, a broadtail – she mentions all these different types of fur coats. That indicates the conflict that she experiences in her mind and in her heart. Paddy agrees to her buying a fur coat on credit, especially since they can get a much higher credit because of his new position. Molly struggles to make a decision about whether she wants a fur coat or not. She gives reasons why she needs one: She doesn't have enough fancy clothes (costumes); so, putting on a fur coat will cover her cheap and plain clothes underneath. In the end she decides that she does not need a fur coat. After all that arguing with Paddy about the fur coat, she ends up deciding she really does not want one.

2. Title

A fur coat is made of fur. In the context of the short story, it represents success and it is a symbol of class (for Molly). Practically, the fur coat will keep Molly warm.

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3. Themes

3.1 Desire

Molly strongly desires to own a fur coat. She believes she will be properly dressed when she owns a fur. The fur coat will also afford her the lifestyle of 'success.'

A Theme is a main idea or an underlying meaning of a literary work, which may be stated directly or indirectly

3.2 Social Class/Wealth/Hardship

Molly struggled during the time Paddy was in prison. The Maguire's were poor and had a low position in society. The situation changes when Paddy is appointed Parliamentary Secretary to the Minister for Roads, but Molly finds it difficult to adjust to their new status. She feels insecure about being in the company of wealthy women with beautiful clothes, which will happen when she attends official events with her husband. She is worried that other women will look down on her. Perhaps the fur coat will impress other women and she will 'fit-in'.

3.3 Love and generosity

Paddy loves Molly and he is prepared to provide her with anything that pleases her. His generosity is shown when he agrees to buy Molly a fur coat.

3.4 Appearance

Molly has been an ordinary housewife unlike the wives of de Valera and General Mulcahy. Molly believes that a fur coat or even a set of new dresses will change her for the better and that is just as good as the wives of de Valera and General Mulcahy. She is comparing herself to these women as though she too has the same importance due to her husband's new appointment. Paddy's appointment means that Molly will mix in new circles and she wants to look as good as the others.

3.5 Selfishness

Molly wants Paddy to buy her a fur coat, yet she does not seem to make up her mind; in the process, she confuses Paddy.

4. How is the story told?

4.1 Setting

The story 'The fur coat' is set inside Paddy and Molly Maguire's house, in Ireland. Paddy and Molly are Irish and are the two main characters of the story. In the story, the cities Limerick and Kerry, which are in Ireland, are mentioned.

Setting is an environment or surrounding in which an event or story takes place. It may provide particular information about placement and timing.

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4.2 Structure and Plot Development

The definition of a character trait

Exposition

Paddy gets a promotion. Molly says she 'must have a fur coat'.

Rising action

Molly is defensive about her reasons for wanting a fur coat. Paddy considers practicalities only and he does not understand why the coat is such an issue.

Climax

Molly accuses Paddy of being mean and that upsets Paddy. Molly's desire for a fur coat causes friction between her and Paddy. Molly runs to her room and cries.

Resolution

Molly is given a cheque by Paddy, but she does not buy the coat, instead she destroys the cheque. Molly apologises to Paddy for being mean.

Personality characteristic or inherent value that someone has which they are unlikely to change and that helps to make an individual into the kind of person he is. All the bold descriptive adjective in 4.3 are examples of character traits

4.3 Characterisation

Molly Maguire	• She is selfish – all she can think of is the fur coat and makes Paddy to feel guilty. • She is insecure – she is worried about not looking as good as the wealthy women who will be at the events related to Paddy's work. • She is ungrateful – as she dwells on her difficult life in the past and this shapes her thinking (inner conflict). • She is a proud and stubborn woman - she does not really need a fur coat but she thinks it will be the symbol of status. • She is naïve.
Paddy Maguire	• He is loving, supportive and generous. • He is a calm and cool person – when Molly is mean. • He is practical and looks at situations objectively. • He is patriotic – he joins the IRA to free his country from Great Britain

4.4 Narrator's point of view

The story is told in the third person – the narrator is an outsider, not a character in the story.

4.5 Style

There is humour in the story, and colloquial language is used.

A SIMILE is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'.

A METAPHOR is a figure of speech where two things that are normally unrelated are compared to each other.

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4.6 Diction and figurative language

- These are some of the figures of speech found in the short story:

SIMILE:
- '… as if she were throwing sacks of turf…' (page 76)
- '…like all the Irish, you have that peasant…' (p.79)
- '…crying like a kid.' (p.79)

METAPHOR:
- 'The years had polished her hard' (p.74)
- '…her diamond – bright eyes.' (p.74)
- '…her heart leaped…died in her.' (p.79)

PERSONIFICATION:
- 'He addressed the room.' (p.78)
- 'He addressed the armchair' (p.78)
- '…donkey years ago.' (p.79)
- '…her heart leaped…died in her(p.79)

IRONY:
- Molly says Paddy is 'mean' yet she is the one that behaves in a mean way towards her husband, despite the fact that he is generous and loving towards her.
- Molly accuses Paddy of having a 'peasant streak', yet she can be regarded as having a 'peasant streak' because she cannot imagine herself wearing an expensive fur coat.

PERSONIFICATION is a figure of speech in which a non-living object is given the characteristics of a person.

Irony is the use of words where the meaning is the opposite of their usual or what is expected to happen.

Tone is a quality in the voice that expresses the speaker's feelings or thoughts, often towards meaning the person being spoken .

4.7 Tone and Mood

Tone:

- Angry/dissatisfied tone
  - Molly speaks to Paddy in a disgruntled, angry and dissatisfied tone. She is angry and dissatisfied with the difficult life she has lived while Paddy was involved in the revolution.
  - Molly feels that other women have better lives. She is dissatisfied with the clothes she has and with her role as a housewife.

The way you feel at a particular time: Are you feeling good or bad, cheerful or irritable right now? This is your mood.

- Light-hearted tone – the narrator uses humour which reduces the seriousness of the story. Molly talks about the future that has plastic pyjamas that will need less energy to clean and mend. (page 76)

Mood:
- Tense/depressing.
- Humorous

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ACTIVITY 7.1

'FUR COAT' Text A

Read the following extract and answer questions which follow:

When Maguire became Parliamentary Secretary to the Minister for Roads and Railways his wife wound her arms around her arms around his neck, lifted herself on her toes, gazed into his eyes and said, adoringly:
'Now, Paddy, I must have a fur coat.'
'Of course, of course, me dear, 'Maguire cried, holding her out from him admiringly; for she was a handsome little woman still, in spite of the greying hair and the first hint of a stoop. 'Get two fur coats! Switzer's will give us any amount of tick from now on.'
Molly sat back into her chair with her fingers clasped between her knees and said, chidingly:
'You think I'm extravagant!'
Indeed, then, I do not. We've had some thin times together and it's about time we had a bit of comfort in our old age. I'd like to see my wife in a fur coat. I'd love to see my wife take a shine out of some of those straps in Grafton Street
– painted jades that never lifted a finger for God or man, not to as much as mention the word Ireland. By all means get a fur coat. Go down to Switzer's tomorrow morning,' he cried with all the innocence of a warm-hearted, inexperienced man, 'and order the best fur coat that money can buy.'
Molly Maguire looked at him with affection and irritation. The years had polished her hard – politics, revolution, husband in and out of prison, children reared with the help of relatives and Prisoners' Dependents' Funds.

1. Why does Molly Maguire ask for a fur coat? (1)
2. What evidence is there in the extract that Molly has a hard life? State TWO points. (2)
3. Using your OWN words, describe Paddy Maquire's attitude towards Molly Maguire. (2)
4. Explain why Switzer's would give the Macguires 'any amount of tick from now on'. (line 7) (2)
5. Quote THREE consecutive words to prove the following statement FALSE:

   The Maguires were wealthy prior to Paddy's promotion. (1)
6. Refer to line 19 ('Molly Maguire looked … affection and irritation.')

   Explain why Molly reveals these mixed feelings. (2)
7. Refer to lines 19 -20 ('The years had polished her hard').

   Explain both the literal and figurative meaning of these words. (2)
8. Identify and discuss ONE theme of the story which is evident in this extract. (3)
9. In your opinion, is Molly Maguire making a reasonable request in this extract? Discuss your views. (3)

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Answers to Activity 7.1

Fur coat Text A

1. Her husband can afford the fur coat as he is promoted to Parliamentary Secretary./ She wants to wear it to special occasions.✔ (1)

2. Her life lacks comfort. ✔
   Her husband says they've have some tough times together. ✔
   Her fingertips are pink and coarse from hard work. ✔

NOTE: Any TWO of the above answers. (2)

3. He loves her/ will do anything for her. ✔
   He is soft/understanding towards his wife. ✔ (2)

4. He has a better job/ earns more money. ✔
   He qualifies for more credit.✔✔ (2)

5. 'some thin times'/ 'thin times together' (1)

6. She displays affection because Paddy is loving/ kind/ generous.✔✔
   She displays irritation because he doesn't fully understand what she wants/ she feels he is stingy. ✔✔ (2)

7. Literal: She has been shined with wax polish. ✔
   Figurative: Tough times has made her stronger. ✔ (2)

8. Hardship / Suffering ✔

   The Maguires have experienced tough times. Paddy is unable to provide for his family while in prison. His wife often has to raise the children on her own. ✔✔

   OR

   Love/ Affection✔
   Her husband loves her dearly – would do anything for her / make sacrifices to please her.
   He feels she needs to be rewarded for all the tough times she has to endure. ✔✔

NOTE: 1 mark for the theme and 2 marks for relevant, text-based explanation. (3)

9. Open-ended. Provide a response which shows knowledge and understanding of the following aspects, among others:

Yes
Her request for an expensive fur coat is reasonable because Paddy can afford it./ The tough life she has lived has ended and she deserves to pamper herself.

No
Molly is not sure of what she wants as she keeps on changing her mind about the fur coat./ When given a cheque, she tears it up.

NOTE: You can score 1 or 2 marks for a response which is not well-substantiated. The response must be grounded in the text of the short story. (3)

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ACTIVITY 7.2

Text B

Read the following extract and answer questions which follow:

Molly jumped up, let a scream out of her, and hurled the basket of mending at him.
'Stop it! I told you I don't want a fur coat! And you don't want me to get a fur coat! You're too mean, that's what it is! And, like all the Irish, you have the peasant streak in you. You're all alike, every bloody wan of ye. Keep your rotten fur coat. I never wanted it …' 5
And she ran from the room sobbing with fury and disappointment.
'Mean?' gasped Maguire to himself. 'To think that anybody could say that I … Mean!'
She burst open the door to sob:
'I'll go to the garden party in a mackintosh. And I hope that'll satisfy you!' and ran out again. 10
He sat miserably at his table, cold with anger. He murmured the hateful word over and over, and wondered could there be any truth in it. He added ten yards to the pier. He reduced the ten to five, and then, seeing what he had done, swept the whole thing off the table. 15
It took them three days to make it up. She had hit him below the belt and they both knew it. On the fourth morning she found a cheque for a hundred and fifty pounds on her dressing table. For a moment her heart leaped. The next moment it died in her. She went down and put her arms about his neck and laid the cheque, torn in four, into his hand. 20
'I'm sorry, Paddy,' she begged, crying like a kid. 'You're not mean You never were. It's me that's mean.'

1. Why does Molly have this sudden outburst of anger? (2)

2. What is Molly suggesting about her husband when she says he has a 'peasant streak'? (line 5) (1)

3. Refer to line 8-9 ('Mean?' gasped Maguire … Mean!')

   (a) Write down ONE word which best describes Paddy's feelings in this line. (1)
   (b) Give a reason for Paddy's feelings in QUESTION 3(a). (2)
   (c) Explain the irony in Molly's accusation. (2)

4. Refer to line 11 ('I'll go to … that'll satisfy you!')

   Write down ONE word which best describes Molly's tone in this line. (1)

5. Refer to line 16 ('She had hit … below the belt).

   Explain both the literal and figurative meanings of these words. (2)

6. Explain how Molly's attitude changes in this extract. (2)

7. Do you sympathise with Paddy Maguire in this extract? Discuss your views. (3)

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Answers to Activity 7.2

Text B

1. He is giving her practical reasons why she needs a fur coat. ✔
   She feels Paddy is being selfish/ stingy.✔ (2)

2. He acts like a poor person/ he was stingy ✔ (1)

3. (a) Shock/ hurt ✔ (1)

   (b) He feels Molly is ungrateful/ He feels she accused him falsely. ✔✔ (2)

   (c) He has been kind to her/ he never refused to buy her a fur coat, yet she accuses him of being nasty. ✔ (2)

4. Sarcastic/ malicious/ angry ✔ (1)

5. Literal: She hits the lower part of his body. ✔✔

   Figurative: She is treating him unfairly/ hurts him emotionally. ✔ (2)

6. She first accuses him of being nasty/ stingy, then she feels guilty/ apologises.✔✔ (2)

7. Provide a response which shows knowledge and understanding of the following aspects, among others:

Yes
He is kind to his wife . He is willing to do anything to please her, yet his wife accuses him of being mean and stingy.He offers the wife to go get a fur coat but his wife makes hurtful accusations. ✔✔✔

No
Molly is justified to demand an expensive fur coat because Paddy can afford to buy it.
Molly deserves anything she wants because she suffered when Paddy was in prison.
Paddy does not understand his wife' needs She has to fit in or feel as if she is in the same class as other wives. ✔✔✔✔ (3)

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The doll's house 8

by *Katherine Mansfield*

Katherine Mansfield (14 October 1888 – 9 January 1923) was born to a middle-class family in Wellington, New Zealand. At the age of nine, she had her first story published, it appeared in The High School Reporter in Wellington, with the editor's comment that it "shows promise of great merit." As a teenager, she had a few stories published in her high school's magazine.

As a first step to her rebellion against her background, she moved to London in 1903 and studied at Queen's College, where she joined the staff of the College Magazine. Returning to New Zealand in 1906, she took up music and became an accomplished cellist (playing a musical instrument), but her father denied her the opportunity to be*come a professional musician.*
https://www.britannica.com/biography/Katherine-Mansfield

Katherine Mansfield

1. Summary

A doll's house arrives at the Burnell home as a gift. The doll's house smells so strongly of paint that Aunt Beryl thinks it could make someone sick. Isabel, Lottie, and Kezia are the Burnell's three daughters. The girls do not mind the smell and couldn't be more delighted by the house. Kezia, the youngest sister, notices a small lamp, which she thinks is the best part of the doll's house.

The next morning, the Burnells are excited to boast to the other girls at school. Isabel, the oldest, forbids her sisters from saying anything before she has had a chance to describe the doll's house to the others. She also reminds Lottie and Kezia that she is allowed to choose which two girls will visit first to see the house. At playtime, all the little girls gather around to hear Isabel's talk about the house except for Lil and Else Kelveys - the daughters of the village washerwoman and the poorest girls at school.

Everyone in the village gossips about the Kelveys, saying that their father is in prison (calling him 'a jailbird'), and many children, the Burnells included, are not allowed to talk to them. As such, the Kelveys can only eavesdrop as Isabel proudly describes the doll's house. Since Kezia likes the lamp more than anything else in the doll's house, she reminds her sister to mention it, though no one else seems to care about it. Isabel chooses Emmie Cole and Lena Logan as the first two girls to come see the house.

Kezia asks her mother if she can invite the Kelveys to see the doll's house, but Mrs Burnell refuses. This is because the Kelveys are very poor and the community does not like them. More days pass, and by now everyone has seen the house except the Kelveys. At school the other girls cruelly insult the Kelveys sisters, who react only with silence.
Later one afternoon, Kezia is at home swinging on the big white gates of her family's courtyard when she spots the Kelveys walking down the road. Kezia decides to open the gates and invite them inside to see the doll's house. Lil shakes her head and reminds Kezia that they are not supposed to talk to the Kelveys. Kezia assures Lil that it does not matter. Lil still does not want to go, but Else Kelvey, standing behind her, tugs on her dress and looks at her pleadingly.

Kezia leads the Kelveys inside. While she is showing the Kelveys the doll's house, Aunt Beryl spots them and shouts furiously at Kezia. She shoos the Kelveys away and slams the doll's house shut. The Kelveys, meanwhile, run off and sit by the side of the road. Else sneaks closer to her sister and smiles. She speaks for the first time in the story, saying, 'I seen the little lamp.'

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2. Title

The doll's house is a symbol of the Burnell family's societal position, which is upper class. By associating the doll's house with the Burnells, the narrator suggests that they are different from the other families. Mrs Burnell only sends her children to the local school, just because there is no good school available for their class in the area. The smell of paint from the doll's house, which is strong enough to make anyone seriously ill, symbolises the Burnells' social prejudice.

3. Themes

3.1 Social Class and Prejudice

The Burnells appear to be the wealthy upper class. The Kelveys are largely ignored or avoided by the community because they are poor. Mrs Burnell has even told Mrs Kelvey that their children should not speak to one another. When the Burnells are given the doll's house, all the girls at school are invited to see it, except the Kelveys. The Kelveys are seen as inferior because their father is in prison, their mother works as a washerwoman for some families.

3.2 Hope (change)

Kezia presents hope for the future.

She is the only girl who is fascinated by the lamp in the doll's house She invites the Kelveys to see the doll's house. She is unlike the rest of her family, because she is not prejudiced against people like the Kelveys. Perhaps she is too young to have learned (or really understand why) the Kelveys are inferior. She sees them as equal to her. She talks kindly to the Kelveys and gives them the chance to see everything in the doll's house. There is hope that with more people who are not prejudiced, like Kezia, the future will be different.

3.3 Poverty

The Kelveys are poverty-stricken. The mother works as a washerwoman and her husband is in jail. The family must live off the money she earns washing clothes. The children's clothes are made from other people's stuff such as curtains and tablecloths. While the wealthy children eat mutton sandwiches and cake at school, the Kelveys eat jam sandwiches which are wrapped in newspaper. The Kelveys children are mocked because they are poor. Even the teachers have a special smile for the Kelveys that is different from other children.

A Theme is a main idea or an underlying meaning of a literary work, which may be stated directly or indirectly.

3.5 Innocence and Cruelty

The story, 'The Doll's House', focuses mostly on the interactions between young girls with one another. However, these girls simply represent society in which they are being raised, and their behaviour reflects what their parents and elders have taught them. Class-consciousness and prejudice are passed down from one generation to the next. When the popular girls mock the Kelveys, they are imitating parents who gossip about the lower- class family. At lunch Emmie whispers, 'Lil Kelvey is going to be a servant when she grows up.' The Burnells are not allowed to speak to the Kelveys.

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4. How is the story told?

4.1 Setting

A small village in New Zealand.

Setting is an environment or surrounding in which an event or story takes place. It may provide particular information about placement and timing.

4.2 Structure and Plot Development

Exposition
The doll's house arrives at the Burnells from Mrs Hay. The girls are happy and cannot wait to show off their doll's house to other girls in their area.

Rising actions
Every girl at school wants to come to the Burnell home to admire the doll's house. All girls are welcome except the Kelvey girls because they are poor, and they are discriminated against.

The definition of a character trait

Climax
Kezia invites the Kelvey girls in to see the doll's house. Aunt Beryl scolds Kezia and chases the Kelvey girls from the Burnell property because they are poor, and their mother is a washerwoman.

Falling action
Lil is upset and embarrassed but Else Kelvey remembers only the little lamp. Despite their differences, she and Kezia both love the little lamp which is a symbol of hope.

4.3 Characterisation

Kezia Burnell (Youngest Burnell)	• She is kind and obedient - she asks her mother for permission to bring the Kelveys over to see the doll's house. • Kezia is independent and thoughtful - Though everyone else ignores or mocks Lil and Else Kelvey, Kezia wants to invite them to see the doll's house. She ignores the rules of class by offering kindness and friendship to the Kelveys.
Isabel Burnell (Older Burnell sister)	• Isabel is bossy - She wants to be the first to brag about the doll's house to the other girls at school. • She is a snob – She looks down on people seen as lower class.
Lil Kelvey (The older sister of Else)	• She is loving and caring. • She is shy (timid) and self-conscious – she does not join in when the other girls chat and play at school, choosing instead to stay off to the side with her sister. • When Kezia invites Lil and Else into the courtyard to see the doll's house, Lil at first refuses out of a sense of shame and fear, knowing that they are forbidden to enter the Burnell's home.
Else Kelvey (younger sister of Lil)	• Else is a shy, quiet, and mysterious - She rarely speaks, not even to her sister. Instead, when she wants to communicate, she tugs on the hem of Lil's dress, which she is almost always holding onto. • Else is a good listener - noting when Isabel describes the doll's house to the other girls that Kezia loves the little lamp.
Aunt Beryl (Mrs Burnell's sister)	• She is bossy and cruel – when she catches Kezia showing the doll's house to Lil and Else Kelvey, she scolds them cruelly, shooing the Kelveys away and slamming the doll's house closed.
Mrs Kelvey	• She is hard-working and committed to providing for her children's basic needs. • She is humble. • She is loving to her children.
Mrs Burnell	• She is a snob and strict with her children – she expects them to follow her instructions and rules.

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4.4 Narrator's point of view

The story is told in the third person – the narrator is an outsider, not a character in the story.

4.5 Style

Simple and straight forward.

4.6 Diction and figurative language

These are some of the figures of speech found in the short story:

SIMILE:
- '… was like a little slab of toffee.' (88)
- 'like a night gown…' (Page 90)
- '…as if they were chickens.' (Page 93)
- 'Like two stray cats…' (Page 93)
- 'Lil hurdling like her mother…' (Page 93)

METAPHOR:
- 'She was a tiny wishbone…' (Page 90)
- '…a little white owl.' (Page 90)
- 'Burning with shame…' (Page 93)
- '…little rats of Kelveys…' (Page 94)

4.7 Tone and Mood

Tone:
- Mean/ scornful/ harsh tone:
  - The girls are mean to the Kelvey girls when they say hurtful words to them.
  - Aunt Beryl uses a mean tone when she chases Else and Lil from the Burnell home.
- Hopeful tone:
  - Kezia and Else notice the lamp (light) in the doll's house which symbolises hope.
  - Kezia invites the Kelvey girls to come and see the doll's house. She sees beyond their class difference and believes that children from different classes can live in harmony with each other.

Mood:
- Sad, uncaring, cold, desperate
- Sympathetic, optimistic

Personality characteristic or inherent value that someone has which they are unlikely to change and that helps to make an individual into the kind of person he is. All the bold descriptive adjective in 4.3 are examples of character traits

A SIMILE is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'.

A METAPHOR is a figure of speech where two things that are normally unrelated are compared to each other.

Tone is a quality in the voice that expresses the speaker's feelings or thoughts, often towards meaning the person being spoken

The way you feel at a particular time: Are you feeling good or bad, cheerful or irritable right now? This is your mood.

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ACTIVITY 8

'THE DOLL'S HOUSE'

Read the following extract and answer questions which follow:

'It doesn't matter. You can come and see our doll's house all the same.
Come on. Nobody's looking.'
But Lil shook her head still harder.
'Don't you want to?' asked Kezia.
Suddenly there was a twitch, a tug at Lil's skirt. She turned round. Our Else was looking at her with big, imploring eyes; she was frowning; she wanted to
go. For a moment Lil looked at our Else very doubtfully. But then our Else twitched her skirt again. She started forward. Kezia led the way. Like two little stray cats they followed across the courtyard to where the doll's house stood.
'There it is,' said Kezia.
There was a pause. Lil breathed loudly, almost snorted; our Else was still as stone.
'I'll open it for you,' said Kezia kindly. She undid the hook and they looked inside.
'There's the drawing-room and the dining-room, and that's the – 'Kezia'
Oh, what a start they gave!
'Kezia!'
It was Aunt Beryl's voice. They turned round. At the back door stood Aunt Beryl, staring as if she couldn't believe what she saw
.
'How dare you ask the little Kelveys into the courtyard!' said her cold, furious voice. 'You know as well as I do, you're not allowed to talk to them. Run away, children, run away at once. And don't come back again,' said Aunty Beryl.
And she stepped into the yard and shooed them out as if they were chickens.

1. State TWO reasons why the Kelveys girls are not allowed to mix with other children in the community. (2)

2. Refer to line 1 ('It doesn't matter … Nobody's looking').

   Using your OWN WORDS mention TWO character traits that are revealed about Kezia in this line. (2)

3. Refer to lines 5 – 8 ('Our Else was …. her skirt again').

   Why does the writer keep on referring to Else as "our Else"? (2)

4. Refer to lines 16 – 20 (Oh, what a start ... into the courtyard).

   Identify and discuss the theme evident in these lines. (3)

5. Refer to line 23 ('…shooed them out as if they were chickens.')

   (a) Identify the figure of speech in these lines. (1)

   (b) What does this figure of speech suggest about the way the Kelvey children are treated by the community? (2)

6. In your opinion, what symbolic evidence is revealed in the play, that there is hope that things might change in the Mansfield Community? (4)

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Answers to Activity 8

The Doll's House

1. They are from a poor family. ✓
   They are discriminated against because of their social class. ✓
   They are from a low-class family. ✓
   They were born of a washerwoman and a jailbird. ✓

   ANY TWO of the above answers. (2)

2. Kezia is innocent (does not see anything wrong with Else and Lil). ✓✓
   Kezia is kind/ warm hearted/ sympathetic
   (Kind to Else and Lil – she opens
   the gate for them/she invited Else and Lil to come and see the Doll's house). ✓✓ (2)

3. Else is insecure (always holding on to Lil's skirt/
   always walking behind Lil).✓
   Else is a sorry sight, bonny, frail, and pitiful. ✓ (2)

4. **Theme:**
   Class distinction/ Prejudice ✓

   Explanation:
   The Kelveys are treated as dirt because of their social class.
   They are discriminated against.
   No one cares about their feelings.
   They are humiliated and not treated as human beings.✓✓✓

NOTE: 1 mark for a theme and 2 marks for the explanation. (3)

5. (a) simile ✓ (1)

   (b) Aunt Beryl's actions show that people in the community have no respect
   for the Kelveys' (Else and Lil) feelings, their humanity and dignity. Else and Lil are
   treated no more than chickens.✓✓✓ (2)

6. Provide a relevant response which shows an understanding of the following aspects of
   Kezia's actions, among others:

   - Kezia's opening the gate for Else and Lil to see the doll's house symbolises possibility of
     equal opportunities amongst the Mansfield community.
   - The light/ lamp inside the doll's house symbolises a ray of hope that things might change some day.
   - Both Kezia and Lil are fascinated by the lamp, as young children growing up in this community,
     they have hope that things will eventually change for the better. ✓✓✓✓ (4)

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