

ANSWERS TO QUESTIONS IN GRADE 7 HL READER

POETRY

A flea and a fly in a flue

Ogden Nash

Pre-reading

1. The first activity is designed to alert learners to one of the ways in which poets use sound to make images more vivid. Alliteration appeals to the sense of hearing. This would be a useful way of discussing some of the things to take into account when reading a poem aloud (especially to an audience).

During reading

2. This activity is designed to raise learners' consciousness of wordplay, not only in this poem but also in other poetry.

Post-reading

3. Suggested answer: We enjoy the nonsense and way he plays with words.
4.
 - a) The fly suggests that they escape.
 - b) The flea agrees (fly and flee can both mean to escape)
 - c) They escape through a crack in the pipe leading to the chimney.
5. Let the learners have fun playing with the possibilities. As background: a limerick is a five-line poem with a set rhyme and rhythm pattern that usually tells a nonsensical story humorously. The first, second and fifth lines rhyme and the third and fourth rhyme. As for rhythm, the first, second and fifth lines have three metrical feet (a FLEA and a FLY in a FLUE), and the third and fourth, which are shorter, have two metrical feet (said the FLY, 'let us FLEE.'). Note that in this case each 'foot' ends on a stressed syllable. Learners might enjoy clapping the rhythm of this poem so they can feel and understand what is meant by a foot. Here is another limerick showing the metrical feet:

There once/ was a man/ on the run
Who lost/ his mind/ in the sun/
He ran/ down the street/
No brains/ on his feet/
And ne/ver had/ so much fun.

Busstop

Michelle Friend

Pre-reading

1. Learners should be able to sum up the poem in two or three sentences. (E.g. A girl is standing behind an attractive boy at a bus stop. He allows her to go up the steps of the bus ahead of him. She is so busy trying to make an impression on him that she trips and falls flat on her face.)

During reading

2. She longs to have a boyfriend/ to be attractive to boys.
She is courteous (thanks the boy for letting her go first).
She is able to laugh at herself.

Post-reading

3. Falling on her face seems to have killed any possible romance so she probably never got to know him./The focus is not on the boy but on her embarrassing experience.
4. a) They are daydreams probably about having this boy as her boyfriend.
b) She invites us to laugh at her and underlines this in "fell flat on my stupid face".
5. She is presenting her thoughts and emotions about an incident rather than giving a careful account./Learners can make other suggestions, but should be able to relate them to the poem.

Thank-you letter

Robin Klein

Pre-reading

1. This should lead into a brief discussion about the difference between what she wants to say and what she feels she should say (obeying the social convention of being polite).

During reading

2. The humorous effect of the poem would be lost without the crossed out words. It would simply be a stilted polite letter.

Post-reading

3. Her mother has made her write this polite thank-you letter (as part of learning to behave in socially acceptable ways).
4. a) It is rather old-fashioned and seems to be more suitable for a younger girl. /Any other justifiable answer (related to the picture and/or the text).
b) The girl would like clothes that fit in with current fashions (e.g. like jeans and a branded t-shirt).
5. The cartoon should be drawn in humorous style.

Silver

Walter de la Mare

Pre-reading

1. Something beautiful, shiny and perhaps valuable (jewellery, good cutlery, money).

During reading

2. Silver is mentioned nine times. It foregrounds the effect of the moonlight./It suggests that all other colours vanish in the moonlight, and the world seems a different place.

Post-reading

3. Answers to this question can overlap quite a lot with the last one. The repetition of “silver” emphasises how the scene has been totally transformed by the moonlight. This means that even things like fruit or trees no longer have their normal colour.
4. ccddeeffgg
5. a) 1 – 8; 2 – 8; 3 – 8; 4 – 7; 5 – 7; 6 – 9; 7 – 8; 8 – 8; 9 – 10; 10 – 9; 11 – 9; 12 – 9; 13 – 9; 14 – 9.
b) He may have wanted to create a regular rhythm.

Into sleep

Jeremy Gordin

Pre-reading

1. Very much at peace.

During reading

2. The speaker is gradually falling off to sleep./Any other suggestion that can be justified by referring to the poem.

Post-reading

3. This suggests that the windows have bars on them. The bars on his bed are shadows.
4. The speaker is feeling happy. Being “enfolded” in mist suggests that the speaker is feeling secure. He has a sense of being very gently embraced as he drifts into sleep.
5. Learners should choose peaceful or sleepy since the poem does not deal with things that would excite or scare one.

The sea

James Reeves

Pre-reading

1. Likely sounds that are called to mind are harsh, frightening or loud sounds like “crashing” and “thundering”.

During reading

2. The times are seasons of bitter winter and high spring. The change to spring is introduced in the first line of stanza 4 (‘But on quiet days in May or June’).

Post-reading

3. The comparison here is a metaphor. The metaphor is very effective because it underlines certain similarities in sounds and movements between the dog and the sea and makes the description more vivid.
4. a) “moans”, “gnaws”
b) “snores” (his snores here can scarcely be heard)
5. Any of the stanzas. Encourage learners to make their own choices based on their enjoyment or appreciation of the poem. Their explanation should be clearly related to the poem.

Thundershower

Patrick Cullinan

Pre-reading

1. Africa faces the problem of drought. A thundershower brings much needed rain to ensure that the crops grow.

Post-reading

2. The first thunderstorm comes in summer. "The air is warm. The green days lie ahead."
3. It suggests that the heavy rain is accompanied by lightning.
4. Suggestion: He means that we become frightened by the noise and power of the storm just as we did as children or we have a strong sense of how insignificant we are (in that sense small).
5. a) This stanza sums up why the thundershower is so welcome./Any answer that can be justified in the context of the poem.
b) The speaker is referring to the fact that the crops will grow.

Firebowl

Sydney Clouts

During reading

1. The Bushmen (San) dance round the fire they have made.
The fire sends off sparks.
The Bushmen recall their hunting successes and perhaps look forward to future successes.

Post-reading

2. It emphasises the sound of a spark coming off the fire.
3. a) It appeals to one's sense of hearing. Words like "click" and ones that rhyme with them ("thk", "stick" "stuck", "thick") are usually repeated to give a strong sense of the sounds made. The word "ssskla" also contributes to this.
b) It also appeals to one's sight. Words that portray the brightness yet pleasantness of the light of the night or the fire are used: "starlight", "sparks of honey".
4. a) The words describe the water soaking into the sand.
b) The image is of the sparks flying off the honey-coloured fire.
5. The fire is made in a hollow in the desert. It is thus a "firebowl".
Any title that appropriately captures the scene being described in the poem.

Shantytown

Anon

Pre-reading

1. When they are camping or when it is very hot inside. It is associated with enjoyment.

During reading

2. Jabavu

Post-reading

3. There are quite a number of words learners could choose: "freezing ground", any of the word to do with arid landscape like "bare", "dusty ground" or "rocky ground".
4. They feel powerless to protect themselves from the intense cold./They feel the cold very intensely./They feel they cannot win against the cold.

5.

Now	Hoped-for future
Children have lung diseases	Children are well and play happily
Dry, arid, ground round the homes	Parks with flowers
Shacks that offer no protection from the cold	Houses with strong walls that keep the people warm
Heavy pollution	Clear skies

(Also any other comparisons that are based on the poems)

My parents kept me from children who were rough

Stephen Spender

Pre-reading

1. Anger and resentment towards the bully.

During reading

2. Children who are not well behaved and whose families are poor.

3 a) Sticks and stones may break my bones but words will never harm me.

The poem shows that words can hurt quite deeply just as a stone would hurt you if it were thrown at you.

b) The boy fears

- physical attack

- being pointed at and ridiculed

- boys springing out from behind hedges and shouting insults

- mud being thrown at him.

4.

The speaker's clothes, strength, words he uses	The clothes, appearance, strength, words used by the boys who were rough
<p>Clothes Smart clothes, clean and never torn</p>	<p>Clothes Ragged clothes</p>
<p>Behaviour He would never strip and swim in the river. He walks through the streets sedately. He is never aggressive and never retaliates. He is ready to make peace. (He follows the rules and patterns of behaviour his parents insist on.)</p> <p>Way he spoke He lisped (like a young child). He is polite.</p>	<p>Behaviour They strip and swim in the river . They run through the streets wildly. They are athletic. They physically attack the boy, throw mud at him and jeer at him or shout insults at him. They have no interest in or desire for peace. (They seem to be able to do whatever they like.)</p> <p>Way they spoke They shouted/spoke rudely.</p>

SHORT STORIES

The Feather

Jenny Robson

Pre-reading

1. Note that the differences are between the part of KwaZulu-Natal she has come from and the mining area she has gone to.

KwaZulu-Natal	Mining areas
Attractive trees	Thorn trees
Beach nearby	No beaches/far from the sea
Colourful wild flowers	Sparse plant life
Grass-covered	Mine dumps

2. Class discussion. Not all of the children will be able to comment at first hand. Those who have experienced this can tell the others. You could also get learners to imagine how they would feel.

During reading

3. Lindi has thorn trees where she lives now (trees like coral trees or yellowwood trees before), red soil with little grass (lush lawn before), no sign of birds – the feather is not a bird’s feather (variety of bird life), only one bougainvillea bush (masses of brightly coloured wild flowers).

Post-reading

4. No. Her father’s inability to get another job had strained the relationship between her mother and father.
5. a) The environment is harsh and unpleasant.
b) Like her the bird is in a hostile environment but has managed to survive. It symbolises that it is possible to survive.
c) “Dismay”, “so much for trying to soar above ugliness”.
6. a) She notices that they are happy. They have their arms around each other and share the ‘joke’. The stress lines have disappeared from her father’s face and her mother’s smile is genuine.
b) She has been very unhappy and insecure because of their strained relationship. Now she will be living in a happy home again.
c) Yes. Her parents are happy and there are no financial worries. The fact that she notices how her parents are feeling happy is a sign that she is growing up./She nods slowly which suggests that she is no longer responding only in an emotional or negative way.

Tamar Gotcher

Robert Dawson

Pre- reading

1. The chief characters are close friends and are probably teenagers. It seems that the story is going to be an amusing story about their being taken in.

During reading

2. There are a number of words that suggest that this is set in English: promenade, mate, quids (informal word for pounds), mum (as opposed to mom or ma). The boys spend their leisure time at an arcade on the promenade.

Post-reading

3. a) There are a number of amusing incidents. Any two can be chosen but the learners must explain their choices.
b) There are numerous examples the learners can choose from. They need to explain why they find them humorous.
4. a) He calls it Tazzer to link it closely to him (he is Bazzar).
b) "You're a mug"; "wretched thing"; "Tama-pain-in-the-neck".
c) He wants to emphasise that they have been gullible/ have been persuaded to buy something that is not worth buying. It is also linked to the phrase 'I've got you!' when you trick someone.
5. a) He sees a young armed man coming out of the bank with a bag (of money).
b) The tamagotchi's way of asking to be fed is "Tazzer sup". The nervous robber hears. "Hands up" and puts his hands up. Then Bazzar presses the gun button by mistake on the tamagotchi and there is a loud bang. The robber gets such a fright that he throws down his gun.

The open window

Saki (H.H.Munro)

Pre-reading

1. A story where someone is tricked or misled.
2. This is background knowledge designed to help learners understand the text. Discuss it with them and answer any questions they might have.

During reading

3. a) She seems a very poised person for her age and a good hostess. Allow other answers that can be justified by the text.
b) If the learners have given the answer suggested above, then the following is a possible answer: As the story progresses it becomes clear that she is deceptively polite. She is actually not putting Mr Nuttel at his ease as a good hostess would, but is wanting to make him even more nervous. If they have given a different answer, then their answer here must relate to the answer given in a).

Post-reading

4. a) She sets the story at a time since Mr Nuttel's sister had left and tells him that her aunt has not accepted the death of her husband and brothers and believes that they will return. That is why the window is left open.
b) She is in sole charge for the moment and I think she cannot resist the opportunity to use her skills on such a perfect victim (he seems rather gullible).
c) They despise/have a low opinion of/have little time for people like him.
5. a) The aunt is delighted to see them. She is obviously fond of them all.
b) She is either putting on an act as part of her deception OR she is horrified that they are back so soon and could spoil her story.
c) He thinks that he is seeing ghosts so he is terrified.
6. If they know about her ability to tell stories, they may recognise that this is not the truth and be amused or perhaps concerned about the way the guest has been treated. If they do not know, they would probably believe her. It is a very plausible story.

Hawker's daughter

Ezekiel Mphahlele

Pre-reading

1. a) Rebone
b) It suggests that she is a strong character who is going to play a central role in this story.

During reading

2. Ma-Lebona is Grandmother's neighbour from across the way. She watches all her neighbours to see what is going on and loves gossiping/sharing any information she has gained.
3. He is referred to by both of his names because together they make a sentence (Where are the sheep?)
4. Rebone has a very close relationship with her father. They worked together in the family business.
5. They both are determined people./They are both people with strong will, people of passion.
Encourage learners to reach their own conclusions.

Post-reading

6. People really want to be her friends. She treated others with a kind of dignity, not lowering herself to them.
7. She seems to find it insulting. However, later she accepts him as her 'boyfriend' and he is allowed to carry her books home.

To tell a story

Andy Foose

Pre-reading

1. Different points of view are possible. One possibility: A good storyteller needs both a good story and the techniques to tell it well.

During reading

2. He is so conscious of how good Old Man Schoeman is and how little, he, Michael has to offer. He is really rather in awe of him.
3. a) He is aware that being able to tell stories comes with first-hand experience of life – you have to understand your stories. It is not just a matter of learning techniques.
b) He is aware that the boy knows about the kloof, but he has not had a deep personal understanding of it.
c) He takes him into the Kloof and not only tells him stories, but helps him to know the details of plant and animal life in the Kloof and to gain a deep understanding of it.

Post-reading

4. a) He treats him with the greatest respect and lifts him on his shoulder and tenderly carries him down to his home.
b) When Michael gets back to the house, he makes up the fire as a last act of respect. He wants the old man to be comfortable./There was always a fire in the house when the old man was alive.
5. a) He is asked because he was with Old Man Schoeman when he died.
b) He is able to vividly recreate his times with the old man and how the old man died and the setting in which it happened. He becomes a storyteller, able to draw on first-hand experience.
c) His experience of being on the mountain with Old Man Schoeman when he died has given him the very life experience that he needs to be able to tell stories.

DRAMA

The Birthday

Fiona Coyne

Pre-reading

1. Allow learners to share their special moment in pairs or as a whole class activity. Be aware that some may not be willing to share their experience so tact is necessary.
2. This is open-ended. A class discussion could look at the contribution that a particular sport could make and then decide on the contribution that some sport has made to the country as a whole. This could prove to be material for a good debate.

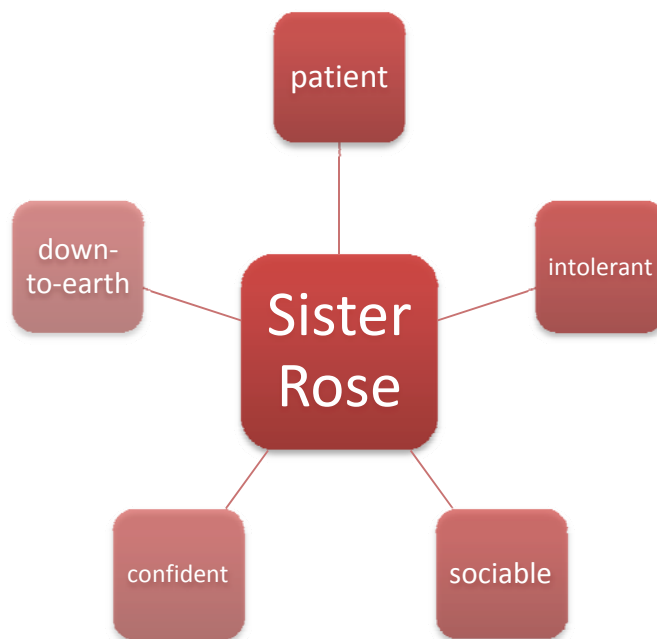
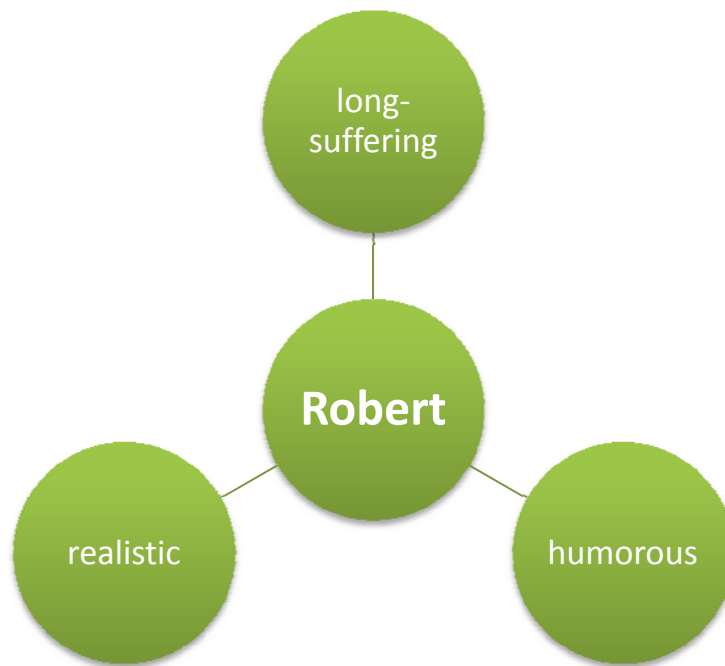
During reading

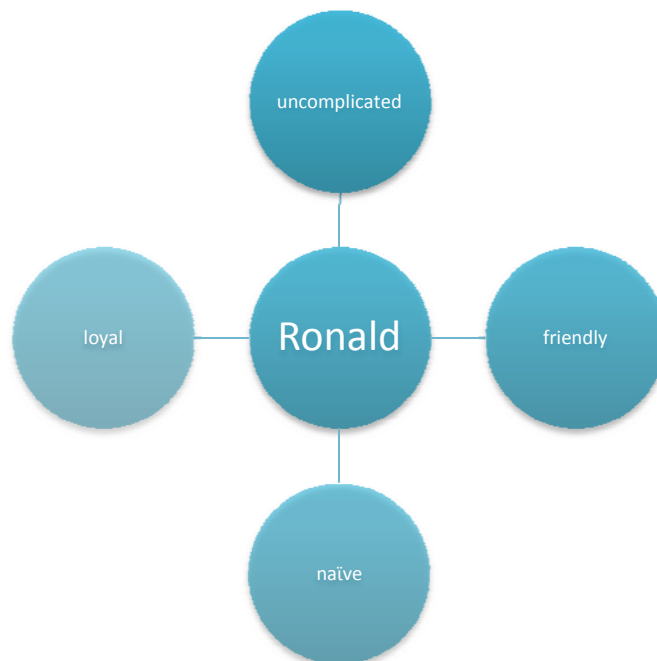
3. Learners should notice features like the way in which the characters are introduced, the way the scene is set before the characters speak and the way the dialogue is set out (punctuation and formatting). They should also notice how the way the characters speak and the actions they make are described in brackets before they speak.
4. This is a very useful activity that can help learners to read between the lines and to use their bodies to portray what is happening.
5. The climax comes when the rugby game goes into extra time. Differences are forgotten and the crowd unite, waving the national flag and singing. At the hospital, even Noreen becomes fully part of the group.

Post-reading

6. Suggested answers. Encourage learners to draw their own conclusions, and to note what they base their answers on in brackets behind the adjectives.







7. The first sign of change is that during the final minutes of the game Noreen becomes fully involved in watching it – like the crowd, she intensely desires the South Africans to win. As a marked change from her normal behaviour, Noreen focuses on something other than herself (before she was completely indifferent to sport). Barriers between them and the other people in the waiting room disappear. When the winning goal is scored Robert pulls Noreen to him and kisses her on top of her head. Robert addresses Noreen as “my love” and is concerned about her likely disappointment. Robert and Noreen’s behaviour shows that barriers between them and Ronald fall too – they hug and kiss him as they all weep with joy. When they hear that they have a granddaughter, even though Noreen has not stopped taking decisions for others (“they must call her Jolene, Jolene Rose”), she does not snipe at him (her first instinct before). She allows the others to eat the brownies that she has brought and has decided that the baby will be called after Sister Rose, which suggests that she is seeing Ronald and Rose as people rather than her inferiors.
It should also be noted that Noreen is still rather “bossy” and condescending!
8. There are many parts that learners can choose. The number of learners in each group should relate to the number of characters at that point.
9. Learners need to use the conventions of playwriting. Revise *While Reading Question 3* with them and let them use what they did in *After reading Question 1* so they are aware of what each character is like.
10. This could be used as an oral assessment. It would probably be useful to discuss the kinds of questions that good interviewers use. Learners could do some research by listening to a radio or TV interview to make a list of questions that elicited interesting answers.

FOLK TALES

Van Hunks and the Devil

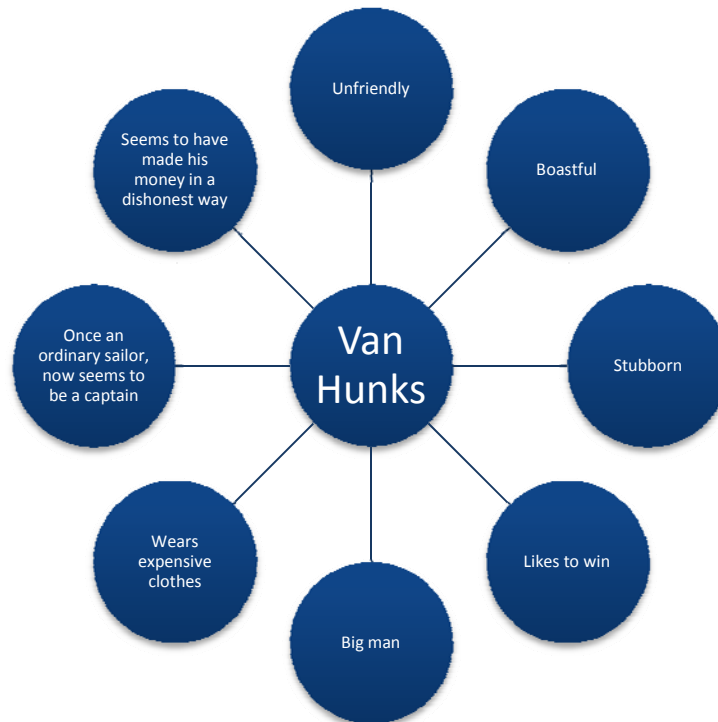
Retold by Anneri van der Merwe

Pre-reading

1. This is intended to activate prior knowledge and to make learners aware that folk tales often provide an explanation of a natural phenomena (e.g. Why do spiders spin webs?).

During reading

2.



3. The bearded stranger just nods. He is not impressed at all because he knows that Van Hunks is lying.

Post-reading

4.
 - a) The competition is held on Devil's Peak which is part of Table Mountain.
 - b) He is the devil so he is probably producing smoke through his nostrils and mouth so that he seems to be an ordinary pipe smoker.
 - c) When the devil finds it difficult to breathe when he tries to smoke Van Hunk's strong tobacco, Van Hunks slaps him on the back. The devil's hat flies off and reveals the horns on his head.
 - d) The competition continues because neither is prepared to concede defeat.
5. Learners can take either view but should be encouraged to offer a clear explanation for it.

The python's bride

N. O. Chilenge retold by Phyllis Savory

Pre-reading

1. Open-ended. Any of the tales they know can be given. (An obvious answer is 'Beauty and the Beast'). The list given by the learners could be used during a story telling session.

During reading

2. Learners could decide on either option given in the first two sentences. The discussion of the answers could lead to a useful discussion of values and the obligations of citizenship.
The second part of the question requires reflection. Many may feel that an easy life means that you might take what you have for granted. Others may feel that if you have an easy life, you have time to enjoy it.
3. a) The younger sister wants to get her into trouble and she probably sees this as an opportunity to get more food.
b) The mother gives Ngosa a hiding and forces her sleep in the veld.
Her father would probably have praised her, but he might have punished her because people do not always allow others to do what they do.

Post- reading

4. He knows that she is likely to be missing her family so he suggests that she go and visit her mother.
5. Learners could choose any of the ways but should be encouraged to give a reason for their answer. I think the fact that he cannot bear to be without her is the most convincing.
6. The mother gives gifts to persuade the snake to go away and not come back. She does not believe that the snake is really in love with her daughter.
7. a) Ngosa is in love with the snake. When the snake comes to fetch her, she begs her mother to let her join him. She is also described as “living in happiness” with her husband at the end of the story.
b) If Ngosa’s father had not been lazy (and a thief) there would have been enough food in the house so she would not have had to steal. That means that she would not have been driven out of the house and therefore would not have met the snake.

Hlakanyana deals with Iguana

Retold by Jack Cope

Pre-reading

1. This question is designed to provide background knowledge and to activate prior knowledge.
“Every road leads home” – no matter where we go, we will always come back to our homes (drawn by love).
Iguana – huge grey-green lizard with a row of spines on its back
Cannibal – someone who eats human meat.

During reading

2. Hlakanyana can run fast in the veld over a much longer distance than Iguana who is hindered by his short legs and heavy tail.
3. Iguana is in a spot where Hlakanyana could attack him and he thinks that giving the flute back could save him./Iguana does not really change his mind. He may be trying to find a way to get Hlakanyana close enough to make it possible to attack him.

Post-reading

4. a) Hlakanyana missed hearing and playing music.
Suggested answer: No, it would be horrible to live with a cannibal.
- b) Hlakayana was not successful. We are told that “this was a time when he suffered”/He did not have a place in which to take shelter and he had to settle for whatever food he could find.
5. He claims that he had longed to be with her. No, she seems to know him well and recognises that he has come mainly because he has been having a hard time.
6. No, Hlakanyana’s mother, welcomes him home.
The second part of this question is open-ended. Learners may not all have had loving parents.

Mpipidi and the Motlopi Tree

Retold by Johanna Morule

Pre-reading

1. Part of this (first three sentences) is designed to activate prior experience and can be dealt with as a whole class activity. Mpidi’s dearest wish is for a baby sister.

During reading

2. Mpipidi makes sure that the baby is warm and safe and he feeds her the goat’s milk he brings with him. He sings to her each time he approaches the Motlopi tree so she will not be afraid/will know who it is that is coming.
3. They are suspicious because he goes with the cattle each morning, even when the weather is not good. Young boys are not usually so eager to work. They follow him the following morning to find out why he has become so eager to do so.

Post-reading

4. No, the parents are clearly delighted to have this baby/No the mother picks the child up tenderly and refers to it as “your sister”.
5. Mpipidi does not tell his parents because he is afraid that they will not believe him. If the baby is found they could take it away. The reason he had not wanted to take his brother with him is different. He feared that his brother would reveal his secret.
6. The narrator has included music to add another dimension to the enjoyment of the listeners (these stories were intended to be heard)/help the listeners to visualise the story. If it were left out the story would be less enjoyable/less rich.

Gadiza

Retold by Valerie Stillwell

Pre-reading

1. a) This would make a good class discussion about jealousy and how it arises. Those who claim not to have ever felt jealous can talk about what they have seen or read about.
- b) The handsome young man on the horse is likely to be a suitor for Gadiza.

During reading

2. Gadiza's father is widowed and he remarries.

Gadiza's stepsisters are jealous of her.

When a handsome prince comes to pay court to Gadiza, the stepsisters throw her into the river with stones around her neck.

Gadiza is rescued from drowning by a mermaid.

Gadiza is no longer able to produce or understand human speech.

A couple become her foster parents.

A year later, the prince, who has searched for her all this time, looks into the river and sees the mermaid.

He willingly follows the mermaid into the water, who takes him to the part of the river bank near to where Gadiza lives.

Gadiza finds him and takes him to her foster parents who tell him how they came to be her foster parents.

Gadiza kisses the mermaid and regains her ability to use human language.

The happy couple return to Gadiza's home and they marry.

The stepsisters flee and no-one ever sees or hears from them again.

Post- reading

3. The stepsisters would have tried to kill her again.
4. Since the mermaid kissed Gadiza, she is not able to use human language.
5. a) He is willing to risk drowning He is willing to sacrifice his life.
b) Gadiza sacrifices her friendship with the mermaid. Gadiza has to give up being with her foster parents whom she genuinely seems to love.
6. Suggested answers: Bad deeds will not triumph in the end/True love will overcome all obstacles.
Encourage learners to suggest a theme that goes beyond the surface of the story.