

## ANSWERS FOR GRADE 8 HOME LANGUAGE READER

### POETRY

#### Mosquito's viewpoint

*Don Marquis*

##### Pre-reading

1. Most people hate them and want to kill them so the learners are likely to feel this way. We never think about them as having a point of view.

##### Post-reading

2. a) This suggests you are meant to say it ironically/scathingly.  
b) In the first part man seems to be important, but in the last two he is seen as really insignificant.
3. Suggested answer: The point is that no matter how vitally important and powerful we see ourselves as, we are still vulnerable to attack from even the tiniest bugs.
4. Suggested answer:  
    “A mosquito thinks  
    that a man is  
    merely something to eat  
    but man thinks  
    he amounts to a lot.”  
b) The humour lies in the unexpected twist – man’s view is undercut. In the second version, the part about man’s view falls flat.
5. Open-ended, but the student must write from an animal’s perspective about a person.

#### Jabberwocky

*Lewis Carroll*

##### Pre-reading

1. This is an opportunity to build confidence about making sense of poetry. Learners must not be put off in this or any other poem by words they do not know. They need to use the context to make ‘informed guesses’. Above all they need to enjoy poetry.

##### During reading

2. The story takes place in a dark and unsettling fantasy land. A boy sets out on a quest to slay the most evil of beasts, the Jabberwock (other beasts are the Jubjub Bird and the Bandersnatch). He manages to cut off the beast’s head with his heavy, razor-sharp sword and returns home (to his father’s delight) in triumph bearing the head of the beast. But life goes on much as before.

##### Post-reading

3. The atmosphere is gloomy/ominous – it is late afternoon – a time when it is getting dark.
4. Allow for plausible/creative answers.  
The Jabberwock has powerful claws that could grab hold of you and powerful jaws that could bite viciously.  
We are not told anything specific about the Jubjub bird. If it is dangerous it would be because of its sharp claws and its powerful beak.  
The Bandersnatch is aggressive and so is always ready to attack. The word “frumious” suggests that it could catch you by surprise and perhaps emit some venomous spray or foam,

5. Whiffling – slow movement because the creature is a bit breathless and perhaps brushes its thighs against each other.  
Galumphing – a heavy trudging movement
6. a) vorpal blade – heavy strong blade (of sword)/sharp blade  
b) frabjous day – fabulous/ joyous day
7. Any choices with acceptable reasons.
8. Open-ended discussion but some reason should be given. Learners could be encouraged to draw a Jabberwock.
9. Open-ended. The learner must choose one of the creatures actually in the poem, though, and their description must not clash with any of the details in the poem. Reward creativity.

## **TRIS-TRAS**

*Alistair Reed*

### **Pre-reading**

1. Any suitable example (e.g. buzz, bang)

### **During reading**

2. This could be done in groups or pairs. It is important for learners to recognise the ways poems make meaning and that poems are meant to be said aloud.

### **Post-reading**

3. Learners can choose any two, but they must be able to explain their choices. The emphasis must fall on the learners' ability to understand how these sounds contribute to the poem.
4. Here, creativity should be rewarded.
5. Learners need to think up two plausible examples – sounds must echo the meaning.
6. Any plausible explanation. Suggestion: It gives the sense of exuberance/a cry of delight.

## **Why doesn't she come?**

*A.P. Herbert*

### **Pre-reading**

1. This is intended to activate prior experience of having to wait and the emotions that are felt (uncertainty, annoyance, anger) and doubts (time, place, day could have been remembered wrongly/ is the person reliable?).

### **During reading**

2. It emphasises the speaker's uncertainties and emotional turmoil.

### **Post-reading**

3. Suggested answers: frustrated/angry/uncertain/insecure/anxious/desperate/betrayed/rejected.
4. He starts imagining that really bad things have happened – even that she is dead.
5.
  - He is at the wrong place
  - She has forgotten
  - She is upset with him
  - She is ill
  - She is dead
  - She no longer loves him
 (Any 5)  
 He does not seem very confident about their relationship so all but 'She is dead' are reasonable./He is not confident about their relationship, so his assumptions are not based on any real experience or information.

6. There are two possible answers – the one is his melodramatic climax “O, how I loved her” or the contrast between “O, how I loved her” and when her appearance causes him to be filled with delight.
7. The poet uses two sets of dots before and after “O how I loved her” to emphasise the speaker’s grief/desperation.

## **Uncle Dan**

*Ted Hughes*

### **Pre-reading**

1. An inventor is someone who creates new (and ingenious) things. A good invention would be something that saves time/is more environmentally friendly than whatever was used before (or any reasonable answer.)

### **During reading**

2. Reasons that make his uncle special/reasons why he likes and admires Uncle Dan.  
While reading, it becomes clear to the reader that he finds his uncle impulsive and hard to understand/ rather peculiar. There is a humorous tone so the speaker is probably fond of him.

### **Post-reading**

3. He works night and day and does not seem to pay any attention to normal things like keeping his hair and beard trimmed.
4. a) Any three of the following:
  - A watch that would bounce (instead of being damaged) if you dropped it
  - A helicopter made of string and bottle tops
  - Shoes that could go for walks on their own
  - Something that could shrink large animals like elephants
  - A carving knife that could make steaks that are ready to eat appear from mid air.
 b) He thinks the inventions are a waste of time. His own ideas are just as nonsensical.
5. - Glassless windows - if there is no glass there would be nothing to break  
 - Toothless saw – this would not be able to cut anything  
 - Unspillable screwed-down cup – you would not be able to use the cup as you would not be able to pick it up.  
 - Stairs that go neither down nor up – this would be quite impossible – they’d have to be horizontal.  
 - The door you simply paint on a wall – this would serve no purpose.  
 etc.
6. The speaker tells us that you can barely see his eyes because his beard and hair have been allowed to grow wild (‘his eyes peer from his hair and beard like mice from a load of hay’).
7. This would be an opportunity for learners to do a piece of transactional writing.

## **Leisure**

*W.H. Davies*

### **Pre-reading**

1. A time to relax/to take a rest from work. Learners provide answers that relate to their own lives.

### **During reading**

2. The theme of the poem is that must make time for leisure/The speaker wants to emphasise that ‘no time’ means enormous loss.

### **Post-reading**

3. a) He suggests that life would be a matter of duty and obligation – rather dull and empty.  
b) Either for or against with an explanation.
4. The sunlight on the moving water makes the streams look as if there are stars shining in it. The figure of speech is a metaphor.
5. Beauty, whether a person or nature, is seen as having vitality and providing great delight.
6. Open ended. Encourage good descriptions.

## **On the wild coast**

*Patrick Cullinan*

### **Pre-reading**

**1.** The picture shows a rural village with people going about their daily chores (grinding mealies, making and tending a fire, fetching water, herding cattle). Perhaps the sea should feature more prominently to add to the idea that this is the coast.

### **During reading**

**2.** Cattle lying on the sand at the sea, evening, smoke women talking to children, men sitting at the fire.

### **Post-reading**

3. The atmosphere is peaceful/tranquil, where daily life has its rhythms There is an air of contentment.
4. They go down to the beach to lie peacefully on the sand while they chew the cud.
5. It is hard to go up the dunes so they move slowly. Once they get to the top, they can run. They kick to manage being in sand and they bellow because they need to be milked. They are eager to get back.
6. a) Suggested examples: hearing: ‘cows ... bellow’, ‘murmur of men; sight (another sense) ‘They lie in the sand together’/cows ... kick down the other side’/‘and darker’/ they move through the smoke.  
b) Any choice with a suitable explanation of its contribution (must relate to an aspect of the poem).
7. The men are able to relax and talk round the fire. The women have to take care of the children.

## **Conversation with a giraffe at dusk in the zoo**

*Douglas Livingstone*

### **Pre-reading**

1. People often get very close to animals and share their worries and even their triumphs with them. They often spend time telling the animal how good-looking it is and how wonderful it is.

### **During reading**

2. The speaker alerts us to the fact that the setting is unusual and that it is at a time when few other people are likely to be around./We have a sense of the tranquillity of this time of day.

### **Post-reading**

3. In a conversation two or more people take turns to speak. This is called a conversation because the speaker imagines the giraffe’s responses.
4. “Necking” is an informal word used to describe lovers kissing and embracing. What is amusing is that the giraffes literally entwine their necks when “courting”.  
The phrase “making eyelashes” relates to the “making eyes” meaning looking at someone in a way that shows that you find them sexually attractive. What makes this amusing is that giraffes have particularly long eyelashes/funny to think of a human being behaving in this way to a giraffe.
5. The awkward movements are appealing and make him fond of the giraffe.
6. He imagines that the giraffe finds him unattractive because he has almost no neck and is short compared to the giraffe.

7. The speaker signals a shift in his approach by introducing what he next has to say with “Alright, alright ...”
8. There are five sentences. The poet uses each sentence to mark a stage in the conversation. The first stanza, for instance, is the greeting.

### **A time to talk**

*Robert Frost*

#### **Pre-reading**

1. People use this expression when they are doing something that they think is important. It suggests that “talk” is not important/is a waste of valuable time.

#### **During reading**

2. The fields have been ploughed so the ground is soft, which makes it difficult to walk.

#### **Post-reading**

3. He is showing that he is willing to stop and talk.
  - a) The speaker has a big field to hoe, but the drawing doesn't show how much has already been done.
  - b) He is working alone and only has a hoe to help him.
5.
  - a) The speaker decides to stop his work and spend time talking to his friend.
  - b) He sees time spent talking to friends as valuable.
6. It would be easier to get out of the ground when he wants to start working again.
7. It tells us that the soil is rich and fertile.
8. The speaker chooses each word with care. He thinks that using language well is very important.

### **Blue mist like smoke**

*Steven Watson*

#### **Pre-reading**

1. Suggested answer: reflective/descriptive/serious/traditional. Encourage learners to make their own suggestions and to explain them. The question is open-ended so they might speak about non-rhyming verse or look at tone.

#### **During reading**

2. This is signaled by “The hare is like a mist”, “... like !kho”, “brings much illness/to us”.

#### **Post-reading**

3. It moves incredibly fast so you cannot make out its shape.
4. It hides the sun for a while.
5. People become ill.
6. “the sun's eye” – it heightens the sense that the sun is prevented from doing its work – the mist has made it impossible for it to see where to go so it cannot rise.  
“a smoke ... that does it” – it gives agency to smoke, underlining the idea of the elements taking action.
7. It suggests that the speaker is not sure what he believes about the myth, but feels that the story should be passed on because traditional beliefs have a powerful meaning that challenges our fixed ideas.

### **In a small city at dusk**

*Martin Carter*

### **Pre-reading**

1. A general description only is required. The heads of birds and bats are different in that bats have external ears. Bats are covered in fur and birds are covered in feathers. The bat's wings are made of membranes and are proportionately bigger in relation to its body than a bird's wings are.

### **During reading**

2. Suggested answer: In line 11 the speaker changes to the first person perspective to reflect the underlying focus on people (and their inability to communicate with each other).

### **Post-reading**

3. At dusk, it is hard to see more than something small that uses its wings to fly.
4. Birds choose a particular tree to build their nests in it; bats hang upside down from the branches at night.
5. A bird or a fruit bat eats fruit, for instance, that has seeds in it. It could carry the fruit in its claw or in its beak and drop it. Trees can also be planted deliberately by people (by hand).
6. The bat and the bird live in very different ways and never form a community even if they shelter in the same tree.
7. Suggested answer: The speaker suggests that at dusk when day and night meet, humans, like creatures, look for somewhere to rest, but there is no real communication between them. Although they share common needs and look the same when there is less light, they often remain strangers.

### **Bedtime story**

*Chris Mann*

#### **Pre-reading**

1. It suggests that it is going to be a bedtime story read to children.

#### **During reading**

2. The story is the one the child shares about being lonely at school.  
(Could also say it is the story told by the speaker about a bedtime experience he had with the child).

#### **Post-reading**

3. "the dragging on of pyjamas" shows that the child is reluctant to get ready for bed. He probably wants to play for a little longer.
4. He responds (when the speaker bends down) by opening up his arms.
5. The suitcases are battered /The corridors are described as boisterous suggesting that the children jostle each other in play there, rather than lining up quietly.
6. He feels upset because he has had no idea the boy has been so unhappy/He feels the child's pain.
7. No, the boy continues to rub his heel against the door.

### **Boy on a swing**

*Oswald Mbuyiseni Mtshali*

#### **Pre-reading**

1. This is designed to activate happy memories of being on a swing.

#### **During reading**

2. This happens in the last stanza.

### **Post-reading**

3. He sees the world around him from different angles. For instance, what he can see when he is up is very different from what he can see when he is down.
4. He describes how the swing moves forward and backward with increasing speed (“faster” and “faster”) until it moves so fast that it makes a sound as it moves against the air (“swishes”)
5. “The boy’s shirt ... is like a tattered kite”. It helps us recognise that he is poor and it also helps us see how the wind is blowing at his shirt.
6. East, west, north, south.  
He becomes a little dizzy as he soars backwards and forwards through the air./He is moving forwards and backwards so fast that he becomes a little disorientated.
7. a) It is a sign of no longer being a little boy/being grown up.  
b) It suggests that having a father who is in jail is very common. This is probably an area where life is very hard.

### **Message to the moon**

*Millicent L Pettit*

#### **Pre-reading**

1. The craters on the moon look like the features of a man’s face.

#### **During reading**

2. “They” are the industrialists and exploiters of minerals and other resources.

#### **Post-reading**

3. The moon is warned that is in serious danger.
4. This is the perspective of an environmentalist – the speaker wants to conserve the moon.
5. The moon looks like a man’s face. The speaker is referring to the whole surface of the moon being industrialised.
6. If it becomes smaller and smaller (and even disappears), no one will be interested in it.
7. “Get off your orbit” – This may be a humorous way of saying “Escape” or in a call to action with a play on “Get off your butt”. The moon is seen as being limited by its orbit (its path around the earth) and the influence that the earth exercises on it. Accept answers that have merit.  
“Eclipse” – seize power. The humour lies in the pun (during a lunar eclipse the moon cuts off the sun from the earth)  
“Stop mooning” – take action. The humour lies in the play on words (mooning – being like a moon/ mooning – being dreamy and listless)
8. The moon is seen as looking lifeless: “You are not as dead as you look”  
The moon is seen as having all the facial features of a person: The speaker uses these facial features to emphasise the way the essence of the moon will be destroyed/The speaker uses these features to emphasise the vulnerability of the moon.

### **i console myself**

*James Matthews*

#### **Pre-reading**

1. An array of answers is possible: luxury items/delicious food/the people they love/entertainment (music, singing, plays), the ability to make their own choices.

#### **During reading**

2. Any convincing answer. Suggestion: He is exploring the feelings he experiences rather than giving us an ordered account in which proper punctuation and capital letters would be necessary.

### **Post-reading**

3. The central image is a mulberry tree in full fruit personified as a generous woman.  
It is effective because it captures a moment of deep pleasure and carefree enjoyment – the perfect consolation in a harsh prison cell.
4. “console”
5. Lines 4 and 5 describe Spring and lines 6 to 8 describe Summer.
6. “Arms extended” emphasises the unlimited generosity whereas “extended arms” simply suggests that the arms have been lengthened in some way.
7. “mouths streaked crimson” means their mouths are stained by the fruit; “sated with sweetness” means they have been fully satisfied by the sweet fruit.
8. a) This sound device is known as alliteration.  
b) Suggested answer: The lines are so effective because they echo the sound we make when something is really delicious.

## **SHORT STORIES**

### **Charles**

*Shirley Jackson*

#### **Pre-reading**

1. a) Open-ended reflection. This can be done as a class, in pairs or individually. Focus should be on feelings not actions or happenings except as a vehicle to talk about how they felt.  
b) Open-ended reflection designed to elicit the uncertainty of that time. This can be done as a class, in pairs or individually.

#### **During reading**

2. a) He became rude and insolent (shouting noisily/not waving good bye to his mother/overly confident/slamming doors)  
b) It is a matter of bravado. He is rather frightened and unsure of himself.

#### **Post-reading**

3. a) He says ‘I didn’t learn nothing’.  
b) He ignores it. It is his mother who corrects him.  
c) Learners can choose to approve of it (good because he understands what the boy is going through) or disapprove (bad because it encourages the boy to be rude or badly behaved).
4. a) He becomes a model learner. He helps the teacher and is well behaved most of the time.  
b) Laurie is settling in and is enjoying being at school/He knows how he is expected to behave and is able to manage this kind of behaviour most of the time.
5. Learners may take either view as long as they can justify their it.  
This is a good ending because the reader has to go over the story to understand it/This is not a good ending because it is hard to understand.
6. This open-ended and could provide material for reader response or for a narrative essay.

### **The secret life of Walter Mitty**

*James Thurber*

#### **Pre-reading**

1. Tantrum bicycle (Tandem bicycle); Lead the way and we’ll precede (proceed).

#### **During reading**

2. This would not underline the way in which he is able to live another life – one that his wife cannot control because she does not even know about it.

### Post-reading

3. a) Any one of the examples may be given. Some examples: Mrs Mitty does not allow Walter to make decisions about speed when he is driving. She does not like to go at more than 40 mph so he is not allowed to; when he is silent after being admonished about his driving, she decides that he needs to see the doctor because he is tense; she insists that he wear gloves when driving and decides that he needs to wear overshoes. She orders him to have the tire chains removed at a garage (rather than doing it himself).  
b) Learners can make a case for either view. (Suggestions: Walter is very forgetful and needs to be reminded. He is also does not have the skill to do things like removing tire chains./No wife should hen-peck her husband; she should encourage and support him.)
4. List of fantasies:
  1. The commander of an SN202 (navy hydroplane) during the worst storm in 20 years
  2. The brilliant and world famous surgeon, Dr Walter Mitty
  3. An expert marksman who is on trial for murder
  4. Captain Mitty, a daring/fearless World War I pilot
  5. A legendary figure defiantly facing the firing squad
5. He is constantly belittled by his wife in real life and has to meekly accept this. Therefore in his secret life he chooses to be men who are admired, powerful, resourceful and in control.
6. a) “Coreopsis” is a plant sometimes known as tickseed, not a medical term related to the body. Here it shows the absurdity of Walter Mitty’s fantasy because a specialist at that level would know all the medical terms. (Adds to the humour caused by the made up term, “obstreosis of the ductal tract”)  
b) “ta-pocketa-pocketa-pocketa” the sound of the navy hydroplane in the first fantasy becomes *pocketa-pocketa* “pocketa-pocketa-pocketa”, the sound made by the anaesthetizer in the second fantasy and then the “pocketa-pocketa-pocketa” sound made by the flamethrowers in his fourth fantasy. There is also a humorous element in this – the same sound is used for very different motors.

### Weather prophet

*Herman Charles Bosman*

### Pre-reading

1. a) A weather prophet predicts the weather.  
b) Any suitable example. Finding out about which vegetable to plant together/consulting someone who knows about natural remedies.

### During reading

2. a) They actually cannot help to forecast the weather. The ironical humour here is that if you plant mealies, there will be drought. When you come to reap the wheat, there will be a hailstorm. (Whatever you do as a farmer, the weather will be against you.)  
b) There is a strong measure of scepticism from At Steyn, but the others who have had little education have a simple belief in what they have learnt from their grandfathers and even fathers and what they feel they have experienced themselves.
3. He has had little education so has no knowledge or understanding of how scientific methods work. Oupa Bekker say that Klaas Baksteen would not have known what rainfall records were even if you showed them to him.

### Post-reading

4. a) He works out, to the hour, when there is going to be a hailstorm in Bekkerdal. To show his confidence in his prophesy, he goes there to wait for the hailstorm.

- b) He asks the waiter to bring him brandy (to calm his nerves).
  - c) He tells us that the sky was completely cloudless (not even the smallest sign of rain) and that the sun is so fierce even by the time that Klaas is having his second drink that he is nearly blinded when the sunlight is reflected off his brandy glass.
5. a) Various answer possible. The key thing is the explanation offered. (e.g. Yes, he had suffered huge losses/No, violence is not the way to resolve problems. In any case it was not Klaas's fault that the damage was done.)
    - b) He needs to hide the fact that he has no front teeth.
  6. Any justifiable choice that is well argued.

## **The goat and the stars**

*H.E. Bates*

### **Pre-reading**

1. The boy finds it difficult to make sense of the world outside the small holding and his role as a goat herd. He clearly has a desire to do the right thing. He sees the words as a personal message and wants to respond to it.

### **During reading**

2. We need to know that the boy has very few material possessions and that he lives on a small holding. This helps us understand why he makes the decision he does and how big an offering it really is.

### **Post-reading**

3. He is really giving the most precious thing he has to offer. The goats are seen as friends and this is the most special one of all.
4. a) She shows her disgust.
  - b) The boy is used to the smell of the goats (and often does not smell too good himself). In fact, this kid smells better than it normally does because the boy washed it before bringing it to the church.
5. He has a narrow idea of what gifts to the church should be like and expects money or inanimate objects./As a city person, he was unable to see what a wonderful gift this is.
6. The usher could have thanked the boy for his wonderful gift and then tactfully explained that they would unfortunately not be able to use it/any plausible suggestion.
7. a) The boy has learned that what you do is not always appreciated – even when you do your best to do the right thing.
  - b) This answer will depend on whether the learners are church-goers or not. Two possible answers are: It is a bad thing for his future development because he will be put off going to church./It is a good thing for his future development because he will have learned that church people will not make him feel welcome because they want only people who are like them. Accept either view, but the learners must provide a clear reason.

## **Ha'penny**

*Alan Paton*

### **Pre-reading**

1. A reformatory is a place where ideally attempts are made to change the behaviour of children who have broken the law. Most of the boys sent there come from disadvantaged backgrounds.

### **During reading**

2. Paton created opportunities for the boys to tell him about their families and friends and the places they came from. He always made them feel that he was interested in what they had to say and never made them feel that he knew more than they did.
3. Family was part of their identity. It seems that Ha'penny was an orphan or an abandoned child. He did not want the others to think less of him.

### Post-reading

4. a) "His whole brave assurance died within him, and he stood there exposed, not as a liar, but as a homeless child who had surrounded himself with mother, brothers and sisters, who did not exist."  
(Totally dispirited)
- b) Paton regrets revealing the lie when he sees the effect it has on Ha'penny.
5. a) It is a sign that she has come to love him./She regrets not having given him the love he wanted when he was alive.
- b) Paton recognises that what the children needed most was love and understanding. I would advise people running a reformatory to give the children the love they need so they can build a sense of self-worth.
6. The story needs to be written in the first person and needs to cover the events and her change of attitude from indifference (not wanting to have anything to do with Ha'penny) to her wish that she could have been more of a mother to him).

### Vendetta

*Guy de Maupassant*

### Pre-reading

1. small, mean (house), barren coast, scanty grass, restless wind  
Life would be hard so they would cherish the lives of their close family.

### During reading

2. The widow's son was treacherously murdered. His murderer ran off to safety in Sardinia.
3. - the dog is kept chained up to an old barrel and given no food, only water, for two days  
- the widow stuffs old clothes with straw and uses rags to make the head for a dummy  
- she cooks black pudding where the starving dog can smell it  
- she winds the black pudding round the dummy's neck and then releases the dog  
- the dog tears frantically at the black pudding, destroying the head and neck of the dummy in the process  
- the dog is trained to tear at the head and neck even when there is no black pudding wound round the neck by being rewarded with black pudding afterwards.

### Post-reading

4. The dog shows its grief by howling. The widow shows no emotion at all. She is stoical while the dog reacts emotionally.
5. Usually the vendetta would be carried out by men. Both her husband and son are dead so she has no men to call on. The thought strikes that she can use the dog one night when it whines as usual.
6. a) This would reflect learners' values. Some might argue for taking the law into one's own hands, while others might argue that it is not right. The law should be left to take its own course/God will punish wrongdoers etc.  
This could be used as a class debate.
- b) Vendettas lead to an endless round of killing and make it impossible for communities to live in peace.

### The world in a wall

*Gerald Durrell*

### **Pre-reading**

1. People fear being stung or bitten.
2. Durrell calls the story “The world in a wall” because of the rich store of plant and insect and animal life that lived in it or off it. Some of the creatures are active during the day while others are active during the night. Some are the food supplies (hunted) for others (the hunters).

### **During reading**

3. It tells us that each of them has a different personality. Lucretzia is very emotional, for instance, Roger is dim-witted and acts impulsively, Leslie is very practical, Margo is self-centred, Larry likes to find someone to blame (usually Gerald), and Mother is rather ineffectual.

### **Post-reading**

4. The family probably saw the scorpions as dangerous. Gerald, on the other hand, had longed to observe them over a period of time. This scorpion has a mass of new-born young on her back and presents the perfect opportunity to see how scorpions develop.
5. There are many things that the learners could choose. One example is Larry, his brother, opening up the matchbox that he thinks has matches in it. Instead it has scorpions in it. The dog adds to the chaos because it attacks someone (complicating the situation) and makes a huge amount of noise while he is doing so.

## **DRAMA**

### **Member of society**

*Makwedini Mtsaka*

### **Pre-reading**

1. This is an open-ended question. One way of doing this would be to get learners to list their suggestions on their own first. Next let them work in groups and organise the suggestions into different areas, e.g. choice of subjects, attracting good teachers etc. You could then turn this into a panel discussion with a group of ‘experts’ who have three minutes each to sum up their views. Then questions are invited from the audience.

### **During reading**

2. a) You need to allow for different answers since the learner is being asked for a personal opinion. A possible answer is that the discussion about using firearms or not introduces a difference in the basis of the new identity. Jojo say, “First of all, the youth of this country need to live in an atmosphere free of violence or any kind of threat to human life.” But the others disagree.  
b) The answer must relate to the answer given in (a).  
If we take the answer suggested in a), then the difficulty would be that some have been involved in an armed struggle so see personal strength as relating to the power to coerce or resist by using violence. They would find it difficult to respond to a call for peace and an end to violence.

### **Post-reading**

3. a) Some argue that the country needs to be built up and that requires working together and becoming one nation. Others argue that the only way of having a better life is by fighting for it. They refer to situations where violence has led to better living conditions or service delivery or better wages.  
b) Learners can take either view but they should provide at least one clear reason.
4. One challenge is that gaining recognition depends on persuading others (mainly outside the country) that a particular role is worthwhile and that we have made a significant contribution. Another is that

respect for the past is not well defined. It could mean being locked into old and not moving forward, or it may mean a deep appreciation for what has been achieved. Each of these interpretations holds further challenges.

5. a) Any acceptable answer  
b) It seems that Felisiwe is not at all interested in their problems. He does not respond at all to their deep need for safety and security or their desire to make a difference but presents his own view of the answer they should be giving.  
c) It seems that they are very easily swayed. They are taking Feliswe's view entirely.
6. Half-a-Crown is an ironic name. It suggests that he has been very influenced by the colonists and owes allegiance to them. He has lost at least half of his own identity.
7. a) Japie suggests that they are more like animals – unable to think for themselves.  
b) Learners could present a range of point of views, as long as they are able to support them from the events in the play.
8. This is an opportunity to act out a part of the play.

## FOLK TALES

### How Jackal and Antelope shared a treasure

*Pieter Grobbelaar*

#### Pre-reading

1. a) No. Many people will take advantage of his or her generosity. Allow a different perspective that can be justified.  
b) Yes. You need to spend your money wisely so you can pay for necessities like food, clothing and accommodation. You also need to save for unexpected expenses.

#### During reading

2. It is likely that fair weather friends are those who cease being your friends when you are no longer well off.

#### Post-reading

3. The first example is that Antelope twists Jackal's comment that he should not indulge his passions into a reason for not working. He claims that he is longing ('itching') to go to work. The second example is that Antelope twists Jackal's moralistic comment that 'work *should* be a pleasure to honest people' into meaning that honest people are not able to find work a pleasure. He slyly quotes Jackal as always saying that 'only good-for-nothing scamps seek pleasure'.
4. a) Cowries are used as a means of payment, like money.  
b) Jackal rudely goes on counting his cowries to show that he is too busy to give Antelope any attention.
5. Jackal tells Antelope that there is a treasure hidden in a tree stump, which he (Antelope) can have. As soon as Antelope gets inside the hollow tree, Jackal closes the opening and announces that he is going to build a fire and roast and eat Antelope. He ignores Antelope's cries for help and then goes off to find firewood. When he returns and calls out to Antelope, Antelope pretends to have escaped. He thus tricks Jackal into opening up the hole. When the hole is opened Antelope's dung, which has been cleverly deposited there, flies into Jackal's eyes and Antelope is able to escape.
6. Learners can decide that one of the two was clever or that both were clever. They must give good reasons for their answer.
7. Learners can take either position. E.g. I think Antelope stole the cowries to punish Jackal for his wicked action/I do not think that Antelope stole the cowries. As we can see from his willingness to

give Jackal half of the treasure when he is offered all of it, he is basically a generous animal/The fact that he has outwitted Jackal is enough for him.

## **The flying ship**

*Barbara Ker Wilson*

### **Pre-reading**

1. a) Open-ended question. Encourage learners to share their feelings. This could lead to very interesting class discussion
  - b) It would be good to have a book that gives the meaning of names, so that those who do not know can look up their names. Google could be very helpful as well.
  - c) Some people have names they do not like or that other people find strange or even funny.
2. Moscow

### **During reading**

3.
  1. A man who could hear anything happening in the world.
  2. A man who has to tie up one of his legs next to his ear because one stride would take him half way round the world.
  3. A man whose eyesight was so good he could see and shoot a bird 100 leagues away.
  4. A man with an enormous appetite; he can eat 100 loaves in one go.
  5. A man with an incredible thirst, and could drink a lake in one swallow.
  6. A man who can make a powerful army appear by scattering faggots (thin sticks) from a bundle.

### **Post-reading**

4. The Tsar has said that the man who is able to make one can marry his daughter.
  5. a) The Tsar does not want his daughter to marry a simple peasant./Any other suggestion that has merit.
  - b) This is not fair/He is going back on his word./He has set impossible tasks.
6. The first task is fulfilled this way: The man who is able to go half-way round the world with every step gets to where the living river flows and sings. When does not return because he falls asleep, the man with razor sharp hearing is able to hear him snore and the man with the amazing eyesight is able to awaken the sleeping man by shooting at the mill wheel. The second task was easily fulfilled by the man with a huge appetite. He eats the 100 loaves in one go as well as the 100 oxen. The man with a huge thirst drinks the 100 barrels of wine. The third task was fulfilled by the man with the bundle of faggots who makes a powerful army appear by scattering faggots.
7. a) It is often wrong because the person on the inside could be very different./Allow learners to make a case for another point of view that they can justify.
  - b) His willingness to share/his trusting nature/any other appropriate answer.

## **The blacksmith's dilemma**

*Retold by Kathleen Arnott*

### **Pre-reading**

1. Walukaga made armlets, bracelets, knives and farming implements.  
Modern blacksmiths make tools, weapons like swords, horse shoes, gates, railings, decorations, cooking utensils, and religious items, for example. (Any three examples)

### **During reading**

2. Walukaga thinks the king is joking because it is an impossible task. From being a happy man who enjoyed his job and his friends, he does nothing other than worry. He loses weight and becomes ill. The problem is that the king usually executes anyone who disobeys his orders.

### **Post-reading**

3. a) Walukaga did not follow his friend's advice to poison the king because he is the kind of man who tries to keep the law/because his desire is to serve his king.  
b) He has to tell the king that subjects all have to shave their heads. Their hair has to be burnt into charcoal. To keep the fires at the right temperature to make the 1 000 loads of charcoal that are necessary, one hundred pots of tears are to be used. One thousands loads of this charcoal are necessary. The suggestion is ingenious, because it is impossible and brings the king to see that his own demand was also impossible.
4. Any answer that the learner can justify (using the text).
5. In some ways Walukaga is clever because he chooses the right advice. If a madman is someone who does mad things, then the king was the madman. The madman was actually the cleverest because he realised that the only way to show the king that his request was impossible was to make an equally impossible request.

### **Nabulela**

*Retold by Phyllis Savory*

### **Pre-reading**

1. This is a reflective question. It is natural to feel jealous of others and it is unlikely that anyone has never been jealous. Exploring what makes people jealous is as an important way of preparing for the story.

### **During reading**

2. They feed Nabulela every day because they are afraid.  
There is a case to be made for pacifying the monster or confronting and trying to kill it:  
Pacifying the monster means that no one dies – an attempt to kill the monster might not be successful. If they succeed in killing it, then the danger would be removed.
3. a) No. She has done nothing wrong. The girls are jealous of the way her father spoils her.  
b) She has a lonely childhood because she does not have any friends.  
c) The little dog, Mpempe, becomes her constant companion. They have a close bond because both of them are outcasts in a sense/because Mpempe knows that Hlalose rescued him.

### **Post-reading**

4. a) A chief is the head of the tribe should be someone that the tribe can admire (or any appropriate answer).  
b) It makes the other girls jealous/It is not good for anyone to have too much. The chances are strong that the person will not be able to appreciate the things. It is important for the learners to have a chance to express their own views.
5. a) Open-ended. Learners should be able to justify their answer.  
b) They know that they have done the wrong thing and that if they tell the truth they will be punished.  
c) Mpempe goes looking for Hlalose when she does not return. He comes back to the kraal, bringing the wooden amulet she always wears. They can see where he has come from by the clay on his body. He leads them to the tree where Hlalose has taken refuge.
6. This is an evaluative question. Learners need to give a clear opinion and to explain it.
7. Mahlevana wears the skin of Nabulela as a sign of his power and his ability to protect his tribe from even the most terrible danger/another appropriate reason.

### **Mmadipetsane**

*Retold by Minnie Postma*

### **Pre-reading**

1. a) It is a story that provides a warning – usually to children.  
b) Any suitable example:  
Parents and grandparents usually tell these stories to children when they think they need to warn them against the dangers of certain behaviour.

### **During reading**

2. A ledimo is a cannibal.

### **Post-reading**

3. Has the cat got your tongue?
4. A case can be made either way. She is foolhardy because she should know just how dangerous the ledimo is – her mother has warned her often enough./  
She is brave. Despite the danger, she does not allow herself to be frightened by the ledimo.
5. She is not fooled by the ledimo because although he talks in a high pitched voice, he has a rough edge to his voice unlike her mother's soft tones
6. The narrator uses ellipsis (creates spaces) between the girl's pleas to the ledimo to give a sense of her panic.  
The narrator uses short simple sentences to emphasise the ledimo's indifference to the girl's pleas.  
The narrator leaves the readers with the sound of Mmadipisane's teasing which as a grim warning of what foolhardiness can lead to.
7. The learners' answer should be assessed on how engaging and convincing it is.

## **Makhanda Mahlanu or the five heads**

*Retold by Phyllis Savory*

### **Pre-reading**

1. The python is one of the South African snakes that grow to an enormous size. Other examples are the anaconda and the boa constrictor.  
The head of a snake is the most frightening and dangerous feature because it either uses its fangs to inject its poison or swallows its prey. Many heads would therefore make a snake that much more frightening.

### **During reading**

2. The snake king is looking for a queen who could use her head to see what was happening in his kingdom and thus help to make him a better ruler. In order to meet this requirement the cobra family begin to teach its young to extend their height.  
The king says he does not believe in love because he does not believe that any snake maiden would be able to love five heads.

### **Post-reading**

3. a) The narrator tells us: "great was the fear and sorrow among the human maids". She also tells us that the maidens who were chosen all refused (and so were strangled).  
b) Yes/No, because... A case can be made for either point of view.
4. a) He insists on holes being made in the roof so he can enter through one of them.  
b) He goes in through the hole thinking that all is well. By the time he realises that the hut is empty, it is too late. As soon as he is inside the hut, they set fire to the thatch.
5. The five sentences need to summarise: the father's putting the ashes of the snake into a magic pot and adding spittle to them; singing a song before putting the pot in the water so that it is nearly immersed; he makes fires at his hut for three nights in a row, adding his fingernail cuttings and blood. Each

morning there are signs that a man is developing. On the fourth day, a strong and handsome man rises out of the pot.

6. They could recount any one of a number of stories. The beast in *Beauty and the Beast* is a well-known example.
7. The 'why' question is probably something like 'Why do cobras stand up so tall?'

### **Wolf and Jackal and the barrel of butter**

*Retold by Pieter Grobbelaar*

#### **Pre-reading**

1. a) They both look like dogs/they both eat meat/they are both seen as deceivers (and any other acceptable comparison).  
b) Stories usually make Jackal seem cleverer.

#### **During reading**

2. We see that Jackal is going to take advantage of Wolf when he makes Wolf take the risk of lying in the road, but claims part of the credit for getting the barrel of butter off the cart.

#### **Post-reading**

3. Jackal says they should not eat the butter at once. First, he claims that fresh butter could kill one. Then he uses the excuse that a baby has to be baptised seven times.
4. a) 'A Good Start' refers to Jackal's first good meal of butter; 'First Hoop', 'Second Hoop', 'Third Hoop', 'Fourth Hoop', 'Fifth Hoop', 'Sixth Hoop' and 'Bottom of the Hoop' all relate to the point he has reached in eating his way through the butter.  
b) It shows how long it takes for Wolf to recognise what is happening.
5. He suggests that they lie in the sun until they can see from whose mouth the melted butter drips. He knows that sleeping in the sun will make Wolf sleep deeply and give him the chance to smear some butter on his muzzle.
6. a) Open-ended question.  
b) It would be very easy if the person is as trusting as Wolf is.