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**GOING WILD AND OTHER  
STORIES – AN ENGLISH  
HOME LANGUAGE  
ANTHOLOGY FOR GRADES  
4-6**

**MEMORANDUM AND TEACHER'S  
GUIDE**

## Tips on assessment

- **It can be helpful for learners to mark each other's work.** Teachers in classroom scenarios can put learners in pairs or small groups or assign the task randomly (i.e. collect the books and then distribute them to different learners each time). Learners should not communicate with one another while assessing their peers' work. Learners should write in the correct content if needed and correct the grammar and spelling errors so that this is a learning experience on all levels.
- **Learners' answers do not have to be the same as the memorandum,** but they must be similar. It is vital that learners support their responses; for example, *I think . . . because . . .* The idea is to help them think critically about what they have read and see how the themes apply to their own lives.
- When learners are asked to quote, they should use **quotation marks**, for example: "My Mama was a leopard."
- If the question does NOT ask them to quote, learners can **use their own words to paraphrase or summarise the text if the meaning stays the same** as the original text. Teachers will need to help learners practise how to summarise – to say the same thing in their own words to show their understanding of the content.
- **When asked to summarise, learners give the text's main points in full sentences.** They use their own words to say the same thing in **as short a space as possible.** Teachers will need to help learners to summarise at first. It's a difficult skill!
- **When marking answers to contextual questions or enrichment exercises,** assess both format (structure; topic sentence; the number of lines, and so on) AND content (answering the question; giving an opinion and backing it up; supporting answers and conclusions with information from the text).
- The short description of words in the margin are supplementary to use in vocabulary lessons. **Learners are encouraged to look up foreign or unknown words in their dictionaries, thus not all words/phrases have been explained.**

Have a look at the book discussion with some of the authors:

<https://www.youtube.com/watch?v=qT81K9FAweM>.

## “She is Wild” (pp. 2–6)

Qarnita Loxton

### Pre-reading

These questions are for general class or small-group discussion, not assessment.

- *Meanings might include:* wild, literally like an animal, and wild, as in socially disobedient.
- *Opinion question.* The story might easily have to do with relationships between humans and animals or interaction just between humans. We know it will probably be about different kinds of behaviour and acceptable in which situation.

### Answers to post-reading contextual questions

After the story is read (either aloud by the educator or silently by individual learners), the learners should write the answers to these questions in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. The “I” is Kariema ✓, the daughter. (1)
2. Her mother/Mama ✓ and grandmother/Ouma ✓ are speaking. (2)
3. b / complaining ✓ (1)
4. Her Mama and Ouma are arguing about what Kariema is wearing ✓. Her mother thinks her skirt is too short, but her Ouma is defending ✓ Kariema. “I told her not to wear that skirt.” ✓ (3)
5. Kariema is angry/cross/upset, feeling mulish/stubborn ✓. This pose usually means that someone is feeling defensive or argumentative ✓. (2)
6. a / onomatopoeia ✓ (1)
7. *Opinion question. Accept valid, supported responses, along the lines of:* Writers use metaphor and sound imagery to help readers imagine ✓ the scene vividly, and to add colour and excitement ✓ to their writing, which keeps readers’ attention. (2)
8. They are strong ✓, fast and fiercely protective ✓ of their young. (2)
9. *Opinion question. Accept valid, supported responses, along the lines of:* Maybe Kariema wishes that she was more powerful ✓, like a leopard, and that boys wouldn’t sexually harass her, so she can feel safe and independent in public spaces. It’s possible that she wants her mother to be more protective of her ✓, like a leopard would take care of its cubs. She wants her own freedom ✓, but also wants to feel part of a united family. (3)
10. In the beginning, Mama calls Kariema wild because she won’t obey her and change her short skirt ✓. By the end of the story, the wild one is actually Mama, because she stands up

to the bullying boys ✓, like a leopard defending her cubs. Mama has changed her mind and decided to speak up ✓ for Kariema. (3)

[TOTAL: 20]

### Activities for learners' enrichment

These questions may be used for interest, a challenge or for an assessment.

1.
  - a. A diary entry: first-person narration ✓, because diaries are the daily personal one-sided experiences ✓. (2)
  - b. A media report (radio) on the news from parliament: not ✓ first-person narration, because public broadcasting should not be personal. It should be unbiased ✓ and objective because it is for the whole country's use and information. (2)
  - c. A media report (podcast) on your own singing career: first-person narration ✓, because it would be about one person ✓, and is from this person's own point of view. (2)
2. *Opinion question. Accept valid, supported responses, along the lines of:* Kariema was right to stand up for herself ✓, and this is a normal part of growing up ✓, but perhaps she could have been more polite to her mother about it. (2)
3. *Opinion question. Accept valid, supported responses, along the lines of:* One theme might be that sexism is bullying ✓, and that everyone should feel safe in public spaces, no matter what they look like or wear. Another theme might be that parents should stand up for their children ✓, and also teach them to defend their own right to live safely. (2)

[TOTAL: 10]

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## “My Mother’s Kitchen” (pp. 7-12)

Urmila Jithoo

### Pre-reading

These questions are for general class or small-group discussion, not assessment.

- The saying compares a house to a human body. Just as a heart pumps blood around the body and keeps it alive, the kitchen is vital as the centre of activity in a household.
- *Personal response.* Some learners will have happy, healthy, satisfying memories of being fed and loved in the kitchen, while others might associate it with scarcity or tense and anxious mealtimes. Learners must back up their responses.

### Answers to post-reading contextual questions

After the story is read (either aloud by the educator or silently by individual learners), the learners should write the answers to these questions in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. She was a young child. ✓ Six ✓ (2)
2. Urmila Jithoo (the author) probably wanted to remember ✓ the happy formative years she spent in her home, with loving, creative parents who taught her valuable life skills ✓. She is reminiscing (remembering the past fondly). (2)
3. In many cultures, including this (Hindu) one, the daughters are expected to do the domestic duties of feeding everyone. ✓ The sons would have other duties, usually outside the home. Indian food has many steps and flavours, so it needs to be taught by an expert cook ✓ like the author’s mother, who already knows how to cook creatively and deliciously. Jithoo’s mother probably learned from her own mother, and the knowledge is being passed on down the generations ✓. (3)
4. She did enjoy the lessons. ✓ Jithoo says that “this is how my love for food and joy in cooking began.” ✓ It tells us she felt positive about learning to cook. (2)
5. a ✓ /Clean, wash, dry, roast and then grind seeds into a powder. (1)
6. c ✓ /alliteration (1)
7. It means to cut the end bits off ✓ food, usually vegetables, when preparing to cook. (1)
8.
  - a. “Nature’s most glorious brushstrokes” on page 10 is a metaphor (directly comparing two things that share some similarity) ✓. (1)

- b. *Opinion question. Accept valid, supported responses, along the lines of:* Writers like readers to imagine ✓ the scenes vividly as they read. Metaphors help us to add poetry to language and make it interesting ✓ and fun. (2)
9. Her father does not literally ✓ have green hands/fingers (thumbs). It is an idiomatic expression/saying/figure of speech ✓ that means he is good at gardening and cultivating plants and trees ✓. (3)
10. *Opinion question. Accept valid, supported responses, along the lines of:* It sounds like she had a lovely, happy childhood ✓ with parents who taught her valuable skills, such as cooking, and took her with them to interesting places, such as the market ✓. (2)

[TOTAL: 20]

### Activities for learners' enrichment

You may use these questions for interest or challenge rather than for an assessment.

1. Put some cinnamon sticks, cardamom pods and cloves into a pot ✓ with shallow oil for frying.  
Add finely sliced onions and fry them ✓ until they are golden brown.  
Add cubes of lamb. ✓  
Braise with or add crushed ginger and garlic. ✓  
Add the mixture of freshly ground aromatic spices. ✓ (5)
2. *Opinion response.* The sensory descriptions are enjoyable ✓ for most readers. If we haven't experienced these things for ourselves, this description can help us imagine other places and experiences. Hopefully, it broadens ✓ our minds! If we are familiar with them, the writing can make us appreciate our culture. ✓ (3)

[TOTAL: 8]

## “The Choice” (pp. 13-17)

Mpho Phalwane

### Pre-reading

These questions are for interest, class, or small-group discussion or challenge rather than an assessment.

- *Opinion question. Accept valid, supported responses along the lines of:* The characters will probably have to decide how to behave between two straightforward but complex options.
- *Personal response. It might be something like:* My friend stole a cell phone from a shop and gave it to me. I had to decide whether to keep it or not because I really wanted a phone. I decided to keep it, but now I’m sorry because I feel so guilty. It was the wrong choice.

### Answers to post-reading contextual questions

After the story is read (either aloud by the educator or silently by individual learners), the learners should write the answers to these questions in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. He does ✓ take pride in his appearance. Xolani wants to look neat ✓. He tucks in his shirt ✓, pulls up his socks ✓ and polishes his shoes ✓. (3)
2. They will to spend the weekend ✓ on a gaming marathon ✓ together. (2)
3. The houses here were smaller ✓, had no trees ✓, and many built of corrugated iron ✓. (3)
4. The “message” is that Modise is not allowed to sit there ✓. He is being excluded/left out ✓ on purpose. As the new student, Modise probably feels unwelcome ✓ and rejected. (3)
5. “He did not say anything, and kept his eyes down.” ✓ (1)
6. His eyes are shiny ✓ with tears ✓ because he feels like crying. He is upset ✓ and frustrated with himself and his social group. (3)
7. c ✓ / he knows that he has not stood up for someone powerless. (1)
8. “There will come many moments in your life when you have to choose between what is right, and what is easy.” ✓ (1)
9. *Opinion question. Accept valid, supported responses along the lines of:* I think Xolani’s father is right ✓, because this is a choice we must make repeatedly ✓ in our lives. We are often faced with the option to ignore bullying or injustice ✓ because we don’t want to get involved, but this means that the injustice continues. It is better to be unpopular but to do the right thing. (3)

[TOTAL: 20]

### Activities for learners' enrichment

You may use these questions for interest or challenge, rather than for an assessment.

1. Xolani seems like an ordinary boy, popular among his group of friends ✓, and good/clever at schoolwork ✓. He has a good relationship with his father. He does seem to be quite passive, and doesn't like to cause trouble, as we see when he doesn't challenge Sizwe. ✓ (3)
2. Xolani starts as a follower ✓, doing what the other boys in his friendship group do (gaming, excluding other children, and so on). He doesn't stand up for weaker people when they are being bullied. By the end of the story, he has realised that he is also a strong person, and that he can think for himself ✓. He disobeys Sizwe's unspoken leadership and befriends Modise. ✓ He is a better person at the end of the story. (3)

[TOTAL: 6]

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## “The Police Raid” (p. 18-21)

Elinor Sisulu

### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- *Opinion question.* We need to be reminded of how different or similar the past is to our lives now to think for ourselves. Other people’s experiences help us to have empathy – the ability to imagine ourselves in their place. Some of us are also just curious! We like to know things about other people. Often there are details of a famous person’s life that are new to us.
- The title and the picture (which suggests that the police trample the flowers in a private garden) suggest a possible intrusion or bullying by the police. It will probably not be a happy story.

### Answers to post-reading contextual questions

After the story is read (either aloud by the educator or silently by individual learners), learners should answer the questions in their workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners evaluating their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. The police who raid the home are looking for evidence of political resistance to apartheid. ✓ The fact that they come at 2AM to a house with a small baby suggests this is also a form of harassment (deliberate disturbance). ✓ (2)
2. Yes, it is true ✓, as far as we know. It is a biography, which means it is not fictionalised (made up), and the characters in it are real people. It is factually verifiable (We can check the truth of it). ✓ (2)
3. The narrator is the same person as the writer, Elinor Sisulu. ✓ Her name is given as the author of the text, and she says she was a witness ✓ to the raid. She saw it herself. (2)
4. No, she lived in Zimbabwe ✓ and her husband was somewhere overseas in exile. *Accept any two of the following phrases:* “. . . I would visit South Africa ✓ again . . .”/“. . . he was still in exile ✓ . . .”/“. . . my mother and I travelled together from Zimbabwe ✓.” (3)
5. The police were searching for evidence against the Sisulu’s and the ANC ✓ so they could send them to jail. It’s a pre-dawn raid because everyone is asleep ✓, unprepared, and less likely to resist or cause trouble. (2)
6. Albertina shouts at the police for being too loud ✓, and says they should be ashamed of themselves ✓. (2)

7. Instead of being frightened or hiding from the police, Albertina scolds them ✓ for having bad manners. Elinor is worried that Albertina will be arrested ✓ because they are defenceless. (2)
8. a ✓ / it is as important to be clean as it is to be good/pure. (1)
9. Outside, she repairs the damage made by the policemen's boots to her flowers and vegetables ✓, and inside the house she scrubs the rooms, repacks the drawers, and polishes the cutlery and tools ✓. (2)
10. *Opinion question. Accept valid, supported responses, along the lines of:* By tidying up and repairing the damage and mess made by the police, Albertina feels she is taking control ✓ and restoring order to her home and her life ✓. This makes her feel calm and strong. (2)

[TOTAL: 20]

### Activities for learners' enrichment

**These questions may be used for interest or challenge rather than for an assessment.**

1. *Opinion question. Accept valid, supported responses, along the lines of:* I felt frightened and shocked ✓ that the police thought they could just burst into people's homes ✓. It's like being at war, and no one feels safe, not even from your own government! ✓ (3)
2. *Opinion question. Accept valid, supported responses, along the lines of:* It still happens ✓ all over the world, as we've seen recently with the Black Lives Matter movement in America ✓. But it also happens here in South Africa when police suspect criminal activity is going on (guns, drugs and so on) ✓. (3)
3. **Listening and Speaking: Debate**

Enjoy the debate! You might like to divide the class into two sides, one for and one against. Learners must focus on reasoned, supported, logical arguments, without getting upset or insulting each other. Allocate a few minutes at the end of the timeslot so that it doesn't interfere with the writing activity. *Accept any accurate summaries of the debate.* (4)

[TOTAL: 10]

## “No Ordinary Wedding” (p. 22-25)

Sindiwe Magona

### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- *Opinion question.* Usually, two people publicly declare their lifelong legal or spiritual commitment to one another, and so on. Some people think weddings are important, while others think that their own, private promises make more sense.
- *Opinion question.* Most people have heard this saying. It means that adults should take care of younger members of the community when they need help. This care should start at the beginning of life. The children grow up to take care of the next generation, and so on.

### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. Siziwe is getting married, and is happy about it ✓. There is a drought/the weather has been very dry ✓. (2)
2. Yes, Siziwe is pleased ✓. happy ✓ (2)
3. c ✓ / a rhetorical question (1)
4. Sometimes writers like to ask a question ✓ which they then answer themselves ✓. This gives them a way to talk about the issues or topics ✓ they think are important. Rhetoric means making a public speech. Rhetorical questions keep readers’ or an audience’s attention ✓. (2)
5. Her uncle walks Siziwe down the aisle ✓. Usually, the father ✓ of the bride plays this role during a wedding ceremony. (2)
6. “plague” ✓ (1)
7. Learners must use their own words, along the lines of: Siziwe realises that we all depend on one another ✓, and that adults must care for all children and those who need that care, not just their blood relatives ✓. We must protect and be kind to all children, so they in turn will do the same when they are adults ✓. (2)
8. Yes, Mordecai does ✓ support Siziwe’s activities. He makes sure that she can do her work ✓, by arranging seats ✓; fetching water and bottling it ✓; seeing to her needs ✓, and the needs of the people who come for her prayers ✓. (4)

9. It is noon ✓, so there are no shadows ✓. (2)
10. She is now known as Wise One ✓. Opinion response, along the lines of: Siziwe understands that we are dependent ✓ on one another, both for literal survival, and for safety and enjoyment. (2)

**[TOTAL: 20]**

### **Activities for learners' enrichment**

**These questions may be used for interest or challenge, or for formal assessment.**

**Discuss these questions with a partner or small group. You will report back to the class afterwards.**

1. Westerners are often prejudiced against (judgy about) people who say they hear voices ✓. For many people, this is one of the signs of mental illness ✓. Siziwe was taking a risk by saying that she was hearing things, because people might think she was mentally unstable ✓. (2)
2. Opinion question. Accept valid, supported responses, along the lines of: It would be a better world if we were kind and caring ✓ instead of suspicious and bullying ✓ towards one another. Children would not be hurt ✓. (3)

**[TOTAL: 5]**

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## “The Black Honzo” (p. 26-30)

Mpho Phalwane

### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- *Personal response.* Some will be able to ride a bike, while others will not have had the experience. Some learners might use it as their primary transport.
- We usually mean that once you learn how to do something, you never forget. Learners will have different opinions on the validity of this statement.

### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. It’s a modern/recent ✓ story. 2008 ✓ (2)
2. They enjoyed just being/hanging out ✓ with their cousins. There were probably lots of children to play with ✓. (2)
3. They did not enjoy the cleaning ✓ of all the bed linen, washing windows, washing curtains and blankets. Physical labour is/chores are tiring and boring ✓. They are twelve, so are expected to work harder ✓, and there are fewer childhood privileges. There might be gendered work (only the girls cleaning the houses, and so on), which seems unfair. (3)
4. “We called it that because the curve of the steps below the windows looked like a mouth and eyes.” ✓ (1)
5. c ✓ / sarcasm (1)
6. The narrator is nearly a teenager and feels ashamed that they haven’t ever learned to ride a bike, or just even tried once. They don’t want anyone, especially the younger relatives, to laugh at them for being scared or falling off ✓. “I could not ride a bike, and had never tried in the twelve years of my life ✓. I did not want anyone to see me embarrass myself by failing on my first attempt ✓.” (3)
7.
  - a. The narrator means that they were blinking rapidly/fast ✓, like a dragonfly flaps its wings to keep in the air. They felt like crying because they were so anxious ✓, and were blinking to hold back the tears ✓. (3)

- b. This is effective ✓, because we can picture how fast they were blinking, and how their eyelashes must have looked blurry with motion ✓. (2)
8. The narrator was embarrassed ✓ at first. They were worried that Timmy was telling everyone how terrible they were at bike-riding ✓, and that people were laughing mockingly ✓ at them or mocking them. (3)

[TOTAL: 20]

### Activities for learners' enrichment: Diary entry

**This exercise may be used for challenge or for formal assessment.**

Learners will have different experiences that they write about. They must use the correct diary format:

- date of entry at the left top
- a heading (it doesn't have to be formal: the writer is writing to him or herself)
- using "I"
- writing in the past tense).

Once they are finished (or have completed this for homework), they can swop with another learner they trust, and assess the work. The CAPS document provides standard assessment guidelines (the grid) in regards to formal mark allocation, and you can use the length of the written texts provided below to assess the amount of words/sentences/paragraphs.

**Please make sure to assess to learner's effort according to the correct length requirements per grade if you are going to use the diary entry as a formal assessment tool.**

Length of written texts in the Intermediate Phase			
TASK	GRADE 4	GRADE 5	GRADE 6
Paragraph	2–3 paragraphs	3–5 paragraphs	4–6 paragraphs
Words	50–60 words	60–80 words	80–100 words
Sentences	5–6 sentences	6–8 sentences	8–10 sentences
Oral creative texts, e.g. recounts, retelling or telling stories, short talks	2 minutes	2 minutes	2–3 minutes
Essay	120–140 words	120–140 words	140–150 words
	2–3 paragraphs	3–5 paragraphs	6–8 paragraphs

<b>Short story, incl. folktale</b>	120–140 words 3–5 paragraphs	140–160 words 4–6 paragraphs	160–170 words 6–8 paragraphs
<b>Summary</b>	40–50 words for 230 words in text	50–60 words for 250 words in text	60–70 words for 280 words in text
<b>Longer transactional texts, e.g. letters</b>	Body text 60–80 words	Body text 80–100 words	100–120 words
<b>Shorter texts</b>	30–40 words	40–60 words	60–80 words
<b>Comprehension</b>	150–160 words	160–180 words	180–200 words

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## “Paradise” (p. 31-36)

Sally Partridge

### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- Paradise is a mythical (not real) place of perfection – enjoyment and reward and peace without suffering. Many religions have an idea of paradise where believers are rewarded, and sinners or unbelievers are punished.
- *Personal response.* Learners should describe and support their own ideas of what paradise would be for them.

### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. The protagonist (main character) is a primary school girl named Delaney ✓. The story opens with her watering her garden by hand. The action is from her point of view ✓, so we see things from her perspective. (2)
2. Delaney’s mother is irritated ✓ with her daughter. Sometimes people make this gesture when they are trying to show other people that they are controlling their temper ✓ or stopping themselves shouting. (2)
3. Delaney wants to work in her garden ✓, but her mother wants her to come inside so she doesn’t have to keep an eye on her. There is also a drought ✓, so her mother doesn’t want to “waste” water on a garden. (2)
4. It doesn’t seem that Delaney has a happy home life ✓. Her mother ignores her and makes her stay in her room ✓. Later we see that she has a stepfather, who also doesn’t interact with her ✓. No one really seems to care about Delaney much. (3)
5. c ✓ / dry (1)
6. Delaney can keep her garden, as long as she doesn’t use municipal water ✓. She can use kitchen scraps and grey (second-hand) water from the dishes and bathing. Delaney will have to do more washing up ✓. (2)
7. They tricked her out of her sweets ✓. They called her Old Granny Delaney ✓. (2)
8.
  - a. A conversation can be quick ✓ and cause hurt ✓ to people, like a runaway fire does. (2)



- b. Opinion question. I think this is an effective simile ✓, because it conveys how destructive ✓ and fast-moving social chatting can be. (2)
9. *Opinion question. Accept valid, supported responses, along the lines of:* It's a relatively safe and secret hobby that belongs only to her ✓, and that she has created herself ✓. It is a pleasant place to be, where she can find peace ✓ from her home and school life. It's good for the earth ✓, and it's a place of healing, not destruction or selfishness. It makes her feel good about herself (accomplished and empowered) ✓. (3)
10. *Opinion question. Accept valid, supported responses, along the lines of:* I think she does ✓ achieve her goal. She wanted a special place ✓, and she has made a garden of useful vegetables and beautiful flowers ✓. It is a kind of paradise for her ✓. (3)

[TOTAL: 24]

### Activities for learners' enrichment

**This exercise is for interest or challenge rather than assessment.**

**Learners should format these instructions properly. Accept the steps in any order that makes sense and shows order.**

1. Plant seeds from remains of shop fruit (like strawberries) ✓.
  2. You can also use kitchen scraps ✓ (like rotten tomatoes and other vegetable scraps).
  3. Collect grey water ✓ in the following ways: Place a bowl in the basin for handwashing ✓. Save any half-empty glasses of water ✓. (You can also save water from the shower or bath in a bucket ✓.) Collect rainwater ✓. You can also use leftover cold tea ✓ to water the seedlings ✓.
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## “Bedtime for Sam” (pp. 37-42)

### Jamala Safari

#### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- The picture shows that bedtime is a special time when a story is read to a small baby, by a grown-up – probably the baby’s dad, definitely someone who cares for and has a bond with the baby.
- Using animal characters helps writers to get a message about humans across to the reader. This is cleverer than just “preaching” to the audience: we often don’t want to listen to people telling us to behave better, or to do what is good or right! We are more likely to pay attention to animal stories.

#### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1.
  - a. Jamala ✓, the father, who is putting Sam ✓, his son, to bed. (2)
  - b. No, these are other characters ✓. Jamala’s wife ✓ is mentioned, as well as the creatures (Squirrel and Chicken) in the folktale ✓. (2)
2.
  - a. Sam collects his favourite cars. ✓
  - b. Sam “parks” his cars for the night. ✓
  - c. Sam gets into his pyjamas. ✓
  - d. Sam “reads” a book to Jamala. ✓
  - e. Jamala reads a book to Sam. ✓
  - f. Jamala sings Swahili songs to Sam. (6)
3.
  - a. Sometimes it takes Sam a long time ✓ to calm down from a day of playing to transition to sleepy time. He seems to need a lot of help, and his father loves the closeness of the routine ✓. (2)

- b. “it seemed like he was having difficulty in getting to sleep” ✓ (1)
4. a / sleepy ✓ (1)
5. *Opinion question. Accept valid, supported responses, along the lines of:* The first kind of writing makes us feel interested ✓ in the action. The second kind of writing gives us instructions and tips ✓ on how to make children feel secure and loved. The last kind is like a bedtime story ✓ for the reader! It helps us to understand what it is like to be Sam. It also uses animal characters to show us how to be kind and to share our resources. It is part of Safari’s ideas to make the world better ✓. (3)
6. *Opinion question. Accept valid, supported responses, along the lines of:* I think Jamala is a kind and loving father ✓, because he praises Sam’s progress (the notes) ✓, encourages him to interact (Sam reads to him) ✓, and makes him feel safe, loved and connected to his culture (the Swahili lullabies) ✓. (3)

[TOTAL: 20]

### Activities for learners’ enrichment

**These questions are for interest or challenge rather than assessment. There are no mark allocations. Discuss the questions with a partner. Report back to the class afterwards.**

1. *Opinion question. Accept valid, supported responses.* Hopefully, learners can remember a special song that they associate with feeling safe and loved. Bonus if the same lullaby was used by lots of parents! But equally interesting if there are many different lullabies.
2. *Opinion question. Accept valid, supported responses.* Lullabies, songs and so on are really useful when dealing with babies and small children, both because they are soothing, and because they teach young people the sounds of their language. Our brains develop better when we interact, and this helps us to socialise and work better in groups later on.
3. *Opinion question. Accept valid, supported responses.* Most people think that their culture is important (and white/Western culture is also a culture!). We like to see our healthy traditions continue, such as history, poetry and social ideas that are preserved in songs.

## Extracts from *The House of Truth*: (pp. 43–48)

### Siphiwo Mahala

#### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- *Personal response.* The National Party was elected to government in 1948, so the 1950s was during apartheid. This meant that white and black people were forcefully separated (different living areas, jobs, schools, and all social areas), and black people got much worse treatment. Sophiatown was a suburb in Johannesburg that went against the norm. People of all races lived there. It was famous for being cultured and fun and dangerous: full of jazz music, dance halls, alcohol, artists, and writers.
- There was a lot of resistance, from groups of all races (for example, the Women’s March, the Soweto demonstration, Sharpeville and so on). It was really important for free speech that journalists like Can Themba could report on apartheid bullying, as well as just normalising (showing ordinary, fun) black life in South Africa. He wrote about night life a lot for *Drum Magazine*.

#### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner individually completes the task. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. It is a play or drama ✓. Plays are divided into acts ✓ (like parts of a book) and then smaller scenes in each act (like chapters). (2)
2. It is supposed to be performed live ✓, but we are also reading on the page here! ✓ Plays usually need actors to breathe life and energy into the script (words), so the audience can hear ✓ what the words are supposed to sound like, and can fully engage with the story. (3)
3. The italics are setting details and stage directions ✓. They tell the audience what the stage looks like ✓. They tell the actors where to stand and what to do ✓. They are not spoken dialogue. (2)
4. ii ✓ / cigarette butts (1)
- b. “ashtray” ✓ (1)
5. introducing/introduction ✓ (1)

6. He is making a joke ✓, but he is also pretty serious ✓. He thinks he's a good writer, and he knows he's a famous journalist ✓. (Later on we see that his two guests are very well-known, but they know who Themba is.) (2)
7. Sophiatown is full of people dressed up and socialising ✓. It's fun, interesting, mixed ✓, cosmopolitan (contains many people from different places and walks of life) ✓, sophisticated/cultured ✓, and has a lot of interesting, charismatic (loud, charming, talkative) characters in it. (2)
- 8.
- a. Live fast, die young, have a good-looking corpse! ✓ (It's from a 1947 book by Willard Motely, *Knock on Any Door*, which was made into a movie in 1949.) (1)
- b. *Opinion question. Accept valid, supported responses.* Young people tend to think this is cool/funny. ✓ As you get older, you tend to realise how precious life is ✓, and how much you can lose ✓. (3)
9. Walter Sisulu ✓ and Nelson Mandela ✓ Walter is mentioned in Elinor Sisulu's biography extract, "The Police Raid" on page 18. (2).
10. a ✓ / he is cheeky, has lots to say, and even jail wouldn't stop him. (1)
11. *Accept valid, supported responses, along the lines of:* They know that he can reach many black people with his journalism ✓, and they want to use this audience/following ✓. They want more black people to belong to the ANC ✓. The more people belong, the more powerful the resistance: strength in numbers ✓. (3)
12. Can Themba thinks that every black person has a right to their own opinion, and that they are individuals, not one unified mass, or like insects ✓. His visitors know that black people are judged by their skin colour ✓, not their individual personalities and ideas because of racism. They think that collective (unified) resistance is the only way, and that all Africans must work together ✓. (3)
13. Can Themba still has his own ideas about individualism, but he agrees to go along with what the two politicians ask ✓. He decides to use his power and ability to reach black readers ✓, and encourage them to join the resistance ✓. (3)

**[TOTAL: 30 (+ 1 bonus mark)]**

### Activities for learners' enrichment

**These questions are for interest or challenge rather than assessment. There are no mark allocations.**

- The apartheid government shut it down, and forced all the black people to move to poor townships (The Group Areas Act). Sophiatown was renamed Triomf (Triumph/Victory), and only white people were allowed to live there.
- Opinion questions.* Makeba's voice is so haunting because Sophiatown stood out as an example of a vibrant, cosmopolitan mixed community, and the apartheid government set

out deliberately to crush it. Make sure learners have a sense of how restrictive, interfering and unfair apartheid was in every **aspect of life for South Africans**.

**Links** to Makeba's "Sophiatown is Gone":

- **YouTube:** <https://www.youtube.com/watch?v=JRyepD8aHN8>
  - **Spotify:**  
<https://open.spotify.com/track/4LX9KU2zgyQMxqHjCrgAf6?si=3f932399fa554241>
-

## “Aunty B!” (pp. 49-56)

Sindiwe Magona

### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- *Personal response.* Most people feel intimidated or fearful when they hear the word “gangster”. We think of them as people who’ve failed in ordinary life and are desperate to prove their manhood. They make money by destroying other people’s lives.
- An exclamation is a shout, so in text they show excitement or alarm. We expect this character to be loud or shocking in some way.

### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. They did not have a choice ✓ about joining a gang. The gangsters would drag them forcibly ✓ from their homes and tattoo ✓ them. Once tattooed, they “belonged” to that gang. They did not give their consent/agreement. (2)  
b. “force” ✓ (1)
2. a. There is no peace or heaven ✓. This place is the opposite: violent and dangerous ✓, hellish ✓, because of the gangs. (2)  
b. Magona puts a positive spin on it, and says that maybe people hope ✓ that one day it will be better and more like a peaceful paradise ✓. (2)
3. Magona feels very strongly that gangsterism hurts families ✓, so she wants to get her criticism across ✓ by making the story easy to understand ✓ as well as gripping/exciting ✓. (2)
4. a. Accept any two rhetorical questions. For example, “What am I talking about?” “What five minutes?” “Heaven’s Peace?” and so on ✓✓ (2)  
b. They want to make sure ✓ that readers get their point ✓. The questions are for emphasis ✓, to show the writer’s outrage. (2)
5. a. “Bedtime for Sam”, by Jamala Safari ✓ (1)  
b. *Personal response. Must use structure:* I like . . . ✓ because . . . ✓ (2)

6. No, she is not really helping him ✓. He would like to avoid her! Magona is being sarcastic/ironic (saying the opposite ✓ of what she means). She is trying to be funny ✓. This is such a terrible, serious topic, that we can forget that ordinary life ✓ (like mothers disciplining their naughty children) also still goes on. Life is always mixed. (2)
- 7.
- a. She burns his tattoo off with an iron! ✓ This is an extreme way to get rid of the gang tattoo; it means hurting ✓ her son badly. (2)
- b. Personal response. This goes too far for most people, but Auntie B wants to show everyone how serious ✓ she is about not letting her children be forced into thug life. She is saying that she is stronger ✓ than the gang leaders. (2)
8. *Opinion question. Accept valid, supported responses, along the lines of:* Her children don't end up as gangsters, so you could say she has succeeded ✓. But Jamie does still land up in jail ✓, even though he is innocent of an actual crime. And gangs are still in place, so there is no real happy ending for anyone outside their family ✓. (2)
9. b ✓ / choices have consequences (1)

[TOTAL: 25]

### Activities for learners' enrichment

**These questions are for interest or challenge rather than assessment.**

- Magona code-mixes English and Afrikaans in this story. This style or technique reflects how people really speak. It helps the reader to imagine what it is like in Heaven's Peace. Few of us speak a "pure" language. We South Africans are lucky to have so many languages understood by so many people in our country. We are a multilingual nation.
  - *Opinion question.* Some basic things to have in place would be to upgrade living conditions dramatically where gangs are the worst. People join gangs or do drugs because they feel they have no other choice: they don't want to be poor or to feel bad about themselves. More, better, satisfying work and employment opportunities; bursaries for girls' education so there are fewer teenage pregnancies, and so on. People need to feel wanted, appreciated and useful.
-



## “Our Hape” (pp. 57–64)

### Thabiso Mofokeng

#### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- A myth isn't based on fact, but uses symbols to tell a story. A legend sometimes contains facts or people who actually existed, but the story is exaggerated.
- *Personal response. Learners must support their answers: I believe...because...* Note that culture can include religion.

#### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners' workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. It is told in the third person (“she”) ✓. (1)
2. Hape is the protagonist (main character) ✓. (1)
3. Sesotho/Southern Sotho ✓ [(1)]
4. a ✓ / the same (1)
5. “unrest” ✓ (1)
6.
  - a. The reporter is at a protest! ✓ People are behaving wildly, looting, shouting and running around ✓. She is worried about her own safety ✓. (2)
  - b. She says that people keep trying to rob them! ✓ (1)
7. c ✓ / directly from the source or witness (1)
8. Skhosana is sweating ✓ because he is nervous and excited ✓ but also running around (physical exertion). Wiping the sweat off your brow usually means you are worried or anxious ✓. (2)
9. There is a terrible drought, and they have no water ✓ because it is being siphoned off for richer communities ✓. (2)
10. Accept valid, supported responses, along the lines of: No, she doesn't. Hape seems to be living an ordinary life, and does not seem to know how the power works. Nkgono Matladi

sees the girl's talent. She only uses her abilities when she hears the voice calling her name  
✓ – once at the well, and again at the dam. "surprise" ✓ (3)

11. Mofokeng means that the taps are empty ✓ of water, like a stomach ✓ is empty of food, and craves it. This is personification ✓ – giving human qualities to an object. (2)

12. Accept valid, supported responses, along the lines of: Nkgono Matladi escorts Hape to the dam and then dies. I think she fulfils her mission ✓ because she gets Hape to the right place (the dam) ✓ so that she can bring rain ✓. (3)

**[TOTAL: 20+1]**

### **Activities for learners' enrichment**

**This exercise is for interest or challenge rather than assessment. If practically possible, learners should take 15 minutes or so to discuss the following topic in small groups.**

- In monitoring the discussion, emphasise that there are no right or wrong answers in a debate like this, but rather pros and cons. Learners must back up their answers.
  - It is unlikely that the learners are in agreement on all the points. This is an exercise in learning how to argue the point and not the person. Personal attacks are not allowed!
-

## “Trinity Goes Green” (pp. 65–72)

Fiona Snyckers

### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- *Accept alternative answers, along the lines of:* We expect the story to be about the environment, and a character named Trinity (in English, this is usually a girl’s name) who tries to be more ecologically conscious (eco-friendly).
- No, a person cannot literally go green. Even when we feel nauseous, we usually just get paler (whatever our original skin tone). Fiona Snyckers, the writer, means that Trinity becomes more aware of and more active in environmentally-aware activities.

### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. The setting is Johannesburg ✓. Trinity says, “Girl, we live in Joburg.” ✓ (2)
2.
  - a. The speaker (Lael) is shouting ✓. The capital letters show emphasis and volume ✓. (1)
  - b. Lael is upset that Trinity is using a plastic straw ✓. Lael thinks it will find its way into the sea and kill animals ✓. She wants Trinity to be more responsible, and use something that can be recycled properly or re-used (zero waste) ✓. (3)
3. b ✓ / sarcasm (1)
4.
  - a. People are sarcastic when they are either angry, or trying to be funny ✓ by mocking someone ✓. (2)
  - b. Trinity is being funny ✓, and also telling Lael to stop trying to police ✓ her. (1)
  - c. “lighten the mood” ✓. (1)
5. c / hyperbole ✓. (1)
6. *Opinion question. Accept valid, supported responses, along the lines of:* Trinity seems lazy ✓ and self-involved ✓, but not evil. She doesn’t want to give up her straw, so she tries to argue her way out of it with logic. Trinity seems feisty and able to stand up ✓ for herself. She does things like not listening in class, and trying to make other people do most of the

groupwork assignments, so she avoids responsibility ✓. She's part of the social awareness committee because it gives her time away from her least favourite lessons. This is the wrong reason! (3)

7. *Accept alternatives along the lines of:* cheater ✓, and so on. (1)

8.

a. Trinity's mother says that people have to live in the environment ✓. (1)

b. *Opinion question. Accept valid, supported responses, along the lines of:* I think she's right ✓ because we couldn't survive ✓ in a really unhealthy environment. We are dependent on the earth being able to produce enough oxygen for us to breathe, food for us to eat, and so on ✓. (3)

9.

a. Trinity decides to set up a small community vegetable garden ✓ for the grounds staff and cleaning staff. It is in the shape of a pie with a piece missing, or a keyhole ✓. In the centre is a tube that is filled with layers of compost ✓. (3)

b. It proves ✓ her mother's saying. If people look after the place where they live properly, it feeds them in return. We are part of the ecosystem ✓. (2)

[TOTAL: 25]

### Activities for learners' enrichment

**These questions are for interest or challenge rather than assessment. The mark shows the learners how much to write.**

- *For example:* I think that Trinity does change, because she becomes less selfish and begins to think of other people in the way that they need rather than the way she wants. She originally only joined the social awareness committee because it helped her to get out of lessons she doesn't like. When she asks the grounds staff what they need, they say, "Money." At first Trinity ignores their wishes and wants to waste the money on making their workspace pretty.

But she is persuaded by the good influences in her life. Her friend Lael convinces her to be more environmentally responsible. Her mother explains that people depend on their environment. Trinity ends up using their advice to make a garden that pleases and helps everyone. (5)

- *For example:* Climate change (or climate disruption) is a broad term for the impact that human industrial activity has had on the weather patterns of the globe. In particular, it refers to the gases in the air that come from burning fossil fuels, which are heating up the atmosphere and disrupting/interfering with the natural cycle of seasons and weather (summers are hotter and drier, ice-caps and glaciers are melting, causing sea-levels to rise), winters are more severe, storms and cyclones happen more often. (5)

# “On Beauty: A Letter to My Daughter” (pp. 73–77)

Lauren Beukes

## Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- *Personal response. Expect answers along the lines of:* Outer beauty is not as important as being kind and generous, OR, It’s silly to think that looks don’t count, because taller people (for example) get advantages in romance and work situations, and so on.
- An informal, personal letter usually only goes to one particular person. It’s private (like a love letter). This text is really a non-fiction essay on what the writer thinks about beauty standards. It’s laid out like a letter to make it more personal and accessible to readers.

## Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1.
  - a. It is more like a letter than a story ✓. We feel like we are seeing into the writer’s personal/family life ✓. (1)
  - b. “letter” ✓ (1)
2. The writer does not expect the reader to answer this question ✓. She wants to answer her own question ✓. This is a kind of framing structure or signpost to tell the reader what she will talk about ✓. (2)
3. *Opinion question. Accept valid, supported responses, along the lines of:* Good parents try to make their children confident adults ✓ and independent thinkers ✓, so they tell them that they are capable human beings, worthy of love and attention ✓. (2)
4. She is not literally a baby ✓. It is used here as a term of endearment or affection ✓. In this context, it’s a positive nickname because the two know and love one another. (If it was a stranger on the street shouting it at the daughter, it would be offensive.) (2)
5. b ✓ / an oxymoron (1)
6.
  - a. She knows that her mother loves and values her ✓. She’s probably heard it a lot before ✓ and is bored with it. (2)

- b. “But because this is not especially interesting to you” ✓. (1)
7. *Opinion question. Accept alternatives along the lines of:* The daughter might mean that her mother is a confident woman ✓ who looks like she is doing what she loves. She seems happy and this makes her look attractive ✓. (2)
8. Beukes is stating that people should be judged by the achievements (what they do) ✓ rather than their imperfect physical bodies (what they look like) being measured against a weird standard of beauty ✓. Paralympians are tremendously powerful, determined athletes who have had to overcome difficulties even greater than ordinary athletes. (2)
- 9.
- a. She changes adjectives about appearance ✓, adds her own adjectives about achievements ✓, and removes references to weight ✓. (2)
- b. *Opinion question. Accept valid, supported responses:* I think ✓ ...because ✓✓ ... (3)
10. It is a metaphor (direct comparison of two things) ✓. (1)
11. Beukes is comparing raising a daughter in a sexist world ✓ to a battleground or war ✓. She is trying to give her daughter weapons to defend ✓ herself against the attacks that people will make on her appearance, weight and abilities ✓. (3)

[TOTAL: 25]

### Activities for learners' enrichment

#### This activity can be used for assessment.

Make sure the learners follow all the steps for process writing, and help learners to correct their rough work before the final draft. Use the CAPS matrix for short texts, and show it to the learners before they begin their letter. They can finish it in class or for homework.

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## “Farewell, Nelson” (pp. 78–81)

Mpho Phalwane

### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- *Opinion question, so accept alternative responses along the lines of:* We do not expect this story to be fun and happy. The farewell in the title probably refers to a sad event – a departure (leaving) or even a death.
- The writer calls him by his first name. This tells us that they feel some kind of bond with him, probably affection or respect.

### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. The clouds are low and dark ✓, and they have dampened everyone’s spirits ✓. When the rain comes, it feels like the sky is crying. People feel depressed ✓. (3)
2. The teacher is usually tough, and doesn’t show her emotions ✓. It’s a shock ✓ to see that she has human feelings! (2)
3. The father of the narrator is weeping ✓. (1)
4. “Nelson Mandela had died on the Monday night that week” ✓. (1)
5. Symbols help us to get our ideas across quickly ✓, so we don’t have to explain them every time. They are a kind of sign language, and most people know what they mean ✓. (2)
6. a ✓ / public mourning (1)
7. The headwrap is yellow, black and green, the colours of the African National Congress ✓, Nelson Mandela’s party. She is wearing it in honour of his passing ✓, to show her respect for him. (2)
8. She even wears her spectacles, to show how much attention she is paying ✓, OR, She was dressed up as if she was going to church/Sunday service ✓. (1)
9.
  - a. People go from being quiet, depressed ✓ and mournful ✓, to very happy and celebratory ✓. They are blowing vuvuzelas, singing and dancing. (3)

- b. *Opinion question. Accept valid, supported responses, along the lines of:* People can celebrate the life of a great person in different ways ✓. Maybe Mandela wouldn't have wanted grief and sadness ✓. He wanted solidarity and friendship among the races, so this multiracial celebration was appropriate ✓. He may have died physically, but his ideas live on. (3)

10.

- a. *Personal response. Accept alternatives like:* He brought democracy ✓ to South Africa, and the idea that equality was worth fighting for ✓. (2)
- b. "fighting for equal right for all races" ✓ OR "all people, regardless of race religion or gender, could live free and work for prosperity" ✓. (1)

11.

- a. This is a metaphor ✓ (direct comparison of two things). (1)
- b. *Accept alternatives like:* Phalwane means that Mandela's goodness and sense of justice inspire others ✓. His goodness is like a light in the darkness of prejudice and racism. When we see the beacon's light, we are comforted and reminded that it will not always be dark. When we think of Mandela, we are inspired because he united others out there who share our beliefs, and we have hope ✓. (2)

[TOTAL: 25]

### Activities for learners' enrichment

**This activity can be used for assessment. Assess both format (structure; topic sentence; number of lines, and so on) AND content (answering the question; giving an opinion; backing it up).**

*Learners will have differing responses, but accept alternatives:* I think that true heroes are often the quiet ones – single mothers, the sick, children struggling at school, people living in real poverty. These people still have to do everything else that wealthier middle-class people do, but their lives are three times harder, and they get less credit. For example, my mother raised us by herself. We were poor, but she never let us go hungry or dirty, and we always had to do well at school. She never gave up, and she never let us give up. My mother is my hero. (5)

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## “Rock of | |ebe” (pp. 82–88)

Lester Walbrugh

### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- Learners should already have some existing knowledge about Bushman culture and their contribution to South African development. Some things might be: As far as we know, they are the original inhabitants of southern Africa. They were peaceful, nomadic (they moved around with the seasons) and democratic hunter-gatherers. They lived in small extended family groups, had a complex spiritual/religious life, and made art, jewellery, music and tools.
- Men were usually the hunters. Women were the gatherers, as far as we know from testimony, rock paintings and archaeological evidence.
- Cowries are white shells, still used in jewellery and decoration all over Africa. They were once a currency (used like money) for trade, and can also be a symbol/sign of leadership. I was once told by a writer that wearing cowrie shells means that you are a full person, and that you value and think kindly of other people.
- There is an unusual punctuation mark, like a double slash, which tells us that this is a click sound that English does not have.

### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. The protagonist (main character) is a woman named Xainki Kihoto ✓. (1)
2. Yes, she has been away for a month ✓ or so. “thirty firelights before” ✓. (2)
3. *Accept alternatives*, such as “nights” ✓ People usually light a fire in the evenings/at night ✓, to cook, and for warmth and company. It could also be longer and more figurative, and mean many days ✓, years, lifetimes or generations (like the song lyrics later on). (2)
4. There is a drought/The river is dry ✓. There is a famine/no food ✓. (2)
5.
  - a. He rejects ✓ her, saying that she cannot be trusted ✓ because she abandoned ✓ the village for a month. (2)

- b. *Accept alternatives, such as:* He is probably worried that she is thinking independently. He doesn't know why she left ✓, or what she did when she was away. He doesn't trust her anymore ✓. (2)
6. *Accept alternatives, such as:* Xainki Kihoto is in disgrace. Ainki Tsu doesn't want his daughter to be friendly with her, or take her advice. He is probably annoyed that Kudzu is choosing her aunt over him ✓, and also defying his authority as headman ✓. (2)
7. c / simile ✓ (1)
8. *Accept alternatives, such as:* She is so young, healthy and powerful ✓ that her skin seems to shine ✓ like the sun ✓. (2)
- 9.
- a. The two are planning some kind of hunt ✓. (1)
- b. Women are not usually ✓ the hunters in these communities. Hunting is the men's job ✓ and gathering things to eat from bushes or so, the women's job. (2)
10. "Ainki Tsu grabbed the necklace and tore it from Xainki Kihoto's neck" ✓. (1)
11. Families usually feel close. There is no further family bond between them ✓, no familiarity, love or affection. When she looks at him, he has hatred in his eyes ✓. She feels distant ✓ from him, and cannot understand his actions. (3)
12. The strong smell will help to hide/disguise her human scent ✓ while she hunts. Both predators and prey will be less aware of her presence. (1)
13. From the context of the story, ||ebe is a predatory beast, a lion or a leopard ✓ – an animal that would attack and eat buck. The story mentions a "beast". (1)
14. The people have lost their headman, and have a new leader (probably Xainki Kihoto), but there is also a drought ✓, and they are nomads ✓, who move around looking for grazing for their animals. There is no grass left here, so they must find new pastures. (2)
- 15.
- a. Kudzu stays behind to look for the cowrie shells that fell ✓ when Ainki Tsu ripped the necklace from Xainki Kihoto. (1)
- b. *Opinion question. Accept valid, supported responses, along the lines of:* Yes, I thought this ending was very satisfying ✓. A better, less sexist and more trustworthy leader ✓ is in place, and the village will also move on and have a chance of surviving ✓ in new pastures ✓. (2)

[TOTAL: 30]

### Activities for learners' enrichment

**These questions are for interest or challenge rather than assessment. These are personal responses, so accept alternatives that learners can support.**

The cowrie-shell necklace is something valuable, both to Xainki Kihoto and her community. It is a symbol of something special (it shows that Xainki Kihoto is important) and beautiful (it's jewellery).

When Ainki Tsu violently grabs it, it also becomes a symbol of power. He is showing that he can destroy Xainki Kihoto's place in the village. The broken necklace is a symbol of the broken family (and maybe the broken community, which might starve if they stay in one place without pasture, or if women are not allowed to hunt). She has to just accept his action, even though she disagrees with him.

At the end of the story, Kudzu collects the shells and mends the necklace. This is a symbol of restoring things to their rightful place. It's a satisfying ending, because we feel that justice has been done.

Most communities are still headed by men (even though, for example, many more households in Africa are headed by women). Bushman communities were usually more democratic, but still had to go along with what their headman or leader decided. Western culture is a little different in that everyone is supposed to have equal rights (to vote and work), but women are still often bullied verbally and physically by men, and so on.

*Accept any clearly laid out description of learners' families. These will differ according to their personal circumstances.*

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## “Lulu the Terrible” (pp. 89–97)

### Helen Moffett

Adults who read this story will often suspect or recognise that the protagonist Lulu has ADHD (attention-deficit hyperactivity disorder), a long-term brain difference (neurodivergence). People who have this disorder can focus only on things that interest them, have trouble following school routines, and tend to be disruptive in class because they are frustrated rather than naughty. If you think you may have a learner in your class who has this undiagnosed condition, and is experiencing difficulties (getting into trouble or falling behind in their schoolwork as a result), you might like to ask your school principal if an educational assessment should be recommended to the family.

#### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- Historical people with “the Terrible” in their names have earned it by being cruel and ferocious. Ivan the Terrible of Russia, for example, was a merciless tsar (king) and executed (killed) anyone who defied him. He had rages that ended in the death of his eldest son, for example. It’s not usually an amusing nickname.
- *Personal response.* Lulu is a name that’s hard to take seriously – often used for an animal or a cartoon character – so we expect something light-hearted or not very heavy.

#### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. The protagonist is Lulu ✓. (1)
2. She focuses on what interests her, and doesn’t seem to pay attention to things other people think are important. She is disruptive (causes chaos) in class ✓. (1)
3.
  - a. Her teachers at school ✓, her Sunday-school teachers ✓, the neighbours ✓, and the local smous ✓. (4)
  - b. “Everyone” ✓ (1)
4. English ✓ and Afrikaans ✓ (2)
5. She was new, so unfamiliar ✓ with Lulu’s usual hijinks and disruptions. She was grumpy ✓ and short of sleep because of an argument with her boyfriend the night before. (2)

- 6.
- a. It is a simile ✓. (1)
  - b. She moved really fast/quickly ✓, just as a bullet is shot from a gun and follows an instant trajectory. (1)
- 7.
- a. Lulu really does get out of the music room! ✓ (1)
  - b. “mistake” ✓. (1)
8. Accept alternative response, along the lines of: Lulu runs out ✓, and locks the door ✓. Then the key breaks off ✓ in the lock. She wanders out ✓ into the garden and forgets ✓ the chaos. (2)
9. b / to admit responsibility and take the punishment ✓. (1)
10. It’s ironic that the class is literally ✓ in the music room, when the figurative saying is about facing the music ✓ (taking responsibility). (2)
- 11.
- a. She does not find it funny at all ✓. She and the class are helpless ✓, and there is no way to get out or even communicate ✓ with the rest of the school. If there is a minor accident (because someone might need the toilet) or a major incident (the school might be on fire), she will be responsible ✓ for the students. (2)
  - b. Her eye makeup or mascara is running ✓ because she is/seems so upset that the makeup runs down her cheeks while she is crying ✓. (2)
12. “The funny feeling” is *not funny ha-ha*. It is nervousness ✓, because she knows that she has done something wrong, and that she will be punished ✓ for it. She does not find it funny. (2)

[TOTAL: 26]

### Activities for learners’ enrichment

**This question is for interest or challenge rather than assessment.**

Lulu does not seem to change or develop ✓ much from the beginning of the story to the end. She’s not a bad person, and she doesn’t mean to misbehave: the writer says that “It wasn’t that Lulu meant to be disobedient ✓. She just seemed to get herself into these situations.”

*Accept answers such as:* Lulu’s teachers need to understand that she struggles to focus or concentrate. Making sure she has lots of opportunities to exercise, be in nature and take part in creative activities might help, as she enjoys all these, and they seem to calm her down.

## “Diamonds Aren’t Forever” (pp. 98-104)

Bontle Senne

### Pre-reading

**These questions are for general class or small-group discussion, not assessment.**

- Fantasy fiction is a story that is set in a universe that is not based on the real world. It often uses folklore or myth in the plot/storyline: something supernatural (beyond the ordinary world) happens.
- *Personal response. Accept sensible alternatives, such as:* We expect a bully to be punished or to suffer for something cruel or evil that they have done.
- It’s a James Bond film, and the saying has become part of everyday speech. It’s often used in adverts and as an idiom now.

### Answers to post-reading contextual questions

After the story is read (either aloud by the teacher, or silently by individual learners), the answers to these questions should be written in learners’ workbooks. Each learner completes the task individually. Learners must pay special attention to the instruction words in each question.

These questions can be assessed (by learners assessing their own work; or by swapping answers after completion in pairs or small groups; or verbally by the class as a whole; or by you, for formal assessment).

1. *Opinion question. Accept valid, supported responses, along the lines of:* Like folktales and animal stories, fantasy lets writers talk about all kinds of difficult issues ✓. This story, for example, is actually about domestic abuse. Readers pay more attention if something is entertaining ✓. We might want to escape from our difficult or boring real lives. (2)
2.
  - a. The mood is ominous ✓, worrying ✓, or threatening ✓ at the beginning. (2)
  - b. We know something bad is coming ✓ because the man wants to get rid of ✓ (i.e. kill) the woman and her child. (2)
3.
  - a. hisses whispering through the leaves ✓, scratching on the trees ✓, the squeaking of bats ✓. (3)
  - b. The sounds add to the atmosphere of tension ✓, gloom and threat ✓. We know something bad is coming ✓, like the music in a horror film. The sound devices make the reader feel the suspense ✓. (3)

- 4.
- a. She is twelve ✓. (1)
  - b. “I’m twelve, not four” ✓. (1)
- 5.
- a. No, they are poor and struggling financially ✓. (1)
  - b. “she packs shelves with things we can’t afford to buy”. ✓  
 “there was never enough money” ✓  
 “The unopened bills form a small tower of envelopes on the kitchen table”. ✓  
 “The two men with a big white van come every week to take away something else we can’t pay for” ✓. (3)
6. She can read people’s minds ✓. She is psychic. (1)
7. She hates him ✓ and is afraid ✓ of him because he hurts her and her mother. She also knows that he’s going to do something terrible to them ✓ because she can see into his thoughts. (2)
- b. “nasty”. (1)
8. The woman is afraid of the unknown monster inside the cave ✓, and she is also afraid that Steve will beat her ✓ and her daughter if she refuses to use her powers to open the cave. (2)
9. a ✓ / she landed lightly, ready to fight (1)
10. *Accept alternative responses, along the lines of:* The girl also hears the Grootslang’s thoughts ✓. She tries to communicate with the monster and tells it that the woman and girl are not a threat ✓. The Grootslang asks if only Steve is evil ✓, and the girl says yes ✓. (3)
11. The Grootslang punishes his greed ✓ by trapping him in the cave ✓. He loses his life, and therefore can no longer bully and hurt women. (2)
12. *Personal response, along the lines of:* Yes, the ending is satisfying ✓, because the mother and daughter escape unharmed ✓. They also manage to keep one diamond ✓, which means that they will no longer live in poverty ✓. (2)

[TOTAL: 32]

### Activities for learners' enrichment

**These questions are for interest or challenge rather than assessment. Learners get into pairs or small groups to discuss the questions. After 15 minutes, report back to the class and compare answers.**

1. re Pinky-pinky, the tokoloshe, a student or teacher who died on the school property (often drowning or killing themselves), and so on. The stories tend to be really gory. They are meant to frighten people in a fun or pleasurable way, because they might have happened somewhere near us. We feel that we have escaped something dangerous! This is a fear that we can control, unlike the awful things that happen in real life (attack, disease, death and so on). The stories help us to deal with traumatic things, they help us to feel empathy with other people, and they help to give communities the same identity or a common enemy. They're actually quite important!
2. *Personal response. Accept sensible alternatives.* I agree that there are two different kinds of monsters in this story. The first kind is the obvious one – the Grootslang – that everyone knows about and fears. He looks monstrous and is dangerous to everyone, but also hides from humans.

But the other sort of monster is human men like Steve. They look ordinary on the outside, but they deliberately hurt those who are weaker than or dependent on them, and they enjoy the damage they cause. This sort of cruelty is choosing evil on purpose, while the Grootslang just exists and wants to be left alone.