

Module 8

Literature

Group Activity 1 p.199

Humour and irony

Students have to work in pairs.

1. Funny
2. Ironic
3. Funny
4. Funny
5. Ironic

Self Activity 2 p.199

Humour in comic strips/cartoons

Talk to the students about cartoons and comic strip characters. Perhaps you can bring them a few examples and even read them out aloud to the class. This can be a fun exercise. Don't be too formal and have a few good laughs!

1. Students should say which comic strip characters they find funny.
2. They should give reasons why they find them funny.
3. Students have to bring two different comic strips to class.
4. They have to explain where the humour in both lies.

Group Activity 3 p.200

Picture 1

Picture 1 is ironic. Accept any appropriate explanation, e.g. the fact that bringing a beautiful pair of pyjamas to a man so completely covered up is the opposite of what we would expect. It is also funny.

Picture 2

Picture 2 is funny. The humour lies in the exaggeration in the picture of the totally flattened man and the comment by the nurse to the doctor that simply states the obvious.

Self Activity 4 p.201

Assessment Activity: Folktale – The Chief's daughter and the cannibal

Please note: We suggest that you mention to the students that the title expresses what the work is about clearly in few words; introduces and identifies it. It becomes an integral

part of the work. We also suggest that you mention to the students that *dramatic irony* is used most often in drama but is also used in other literary genres.

1. Yes or No with reason. **(1)**
2. Third person narration. The third person acts as an observer outside the story and refers to the characters as “he,” “she,” or “they.” **(2)**
3. A rural (country) setting near a river; in and around the chief’s village. **(1)**
4. No and accept any appropriate explanation, e.g. the story started early in the morning. No mention of night or the next day is made. **(2)**
5. They had gone there to collect red clay to colour their skins and blankets. **(1)**
6. He had one leg and was very ugly. **(1)**
7. The brother recognised his sister’s voice and told the cannibal to go to the village where he would get plenty of meat. The cannibal did so. **(2)**
8. In the village, when the cannibal refused the chief’s offer of an ox for the “bird”, he asked him to fetch him some water. (½) Someone gave him a leaky container to slow him down. (½) While he was away they opened the sack and the chief found his daughter. (½) He then put frogs, snakes and toads into the cannibal’s sack and tied it up again. (½) **(2)**
9. The reader/listener knows that the “bird” is the chief’s daughter but he does not. OR: The reader/listener also knows that the chief has put frogs and snakes, etc. into the bag although the cannibal does not. **(1)**
10. They lied to him. **(1)**
11. When he arrived at his own house, the cannibal invited all the other cannibals to join him for a tasty meal. He made them wait for a long time and then he dramatically opened the sack. The other cannibals were so disgusted at the sight of the toads, etc. that they ate him and had his wife for pudding. **(1)**
12. Yes or No with any appropriate reason, e.g. the ending comes as a surprise as one would have expected the chief to have killed the cannibal or had him killed immediately. It is ironic that the cannibals themselves were so disgusted with him that they did the job for the chief. (The fact that they ate his wife for dessert is ironic and funny.) **(2)**
13. Yes, the way in which the cannibal was outwitted is central to the story. The characters are therefore flat because there is really no need to develop them fully. **(2)**
14. Accept any appropriate answer, e.g. wicked people do not go unpunished. **(1)**
15. Accept any two:
 - The young girls use a red clay called imbola to colour their skins and blankets.

- When a girl reaches womanhood she stays alone in a hut made for her by her girlfriends and female family members.
 - The father celebrates her womanhood by killing an ox and hosting a feast. (2)
16. Flat and accept any appropriate reason, e.g. he symbolises evil and is portrayed in a stereotypical way as ugly and deformed. (2)
17. Yes or No with explanation. (1) **Total: 25**

RATING CODE	RATING	MARK OUT OF 25
7	Outstanding (can do this exceptionally well)	20 – 25
6	Meritorious (can do this very well)	17½ - 19
5	Substantial (can do this well)	15 – 17
4	Adequate (can do this)	12½ - 14
3	Moderate (can do some of this)	10 – 12
2	Elementary (have difficulty with this)	7½-9
1	Not achieved (need help with this)	0 – 7

Group Activity 5 p.203

Folktale: Cannibal Zim and the twins

Students have to work in pairs.

Please note: We suggest that you allow the students to answer question 7 orally in their own words because the answer to that particular question is long and the events need to be answered in the correct chronological order.

1. Yes or No with explanation.
2. Cannibal Zim, Demane (the male twin) and Demezana (the female twin).
3. A rural (country) setting; the cave the twins lived in and a village.
4. She was silly and unwise.
5. He sought advice from another cannibal who advised him to swallow a red-hot blade to make his voice soft.
6. As the cannibal pulled her from the floor she snatched hot ashes from the fire and dropped a line of ash behind her while the cannibal carried her on his shoulder.
7.
 - (1.) Demane followed the trail of ash to Zim's village with a swarm of bees he had collected while hunting that morning.
 - (2.) When he found Zim in his village he asked him for water.
 - (3.) While Zim went to fetch some water he let Demezana out of the bag.

- (4.) They then hid.
- (5.) When Zim's wife and daughter arrived with firewood, Zim told his daughter to put her hand into the sack where she would find something nice.
- (6.) She was stung by the bees and so were his son and his wife.
- (7.) Zim then chased them out of the hut and, after blocking the door, he released the bees.
8. Badly stung and partially blind, Zim forced his way through a hole in the thatch. He lost his footing and fell into a pond where he drowned.
9. They believe his body remains permanently preserved in an old tree stump.
10. The twins took everything Zim owned and they became very rich.
11. Yes and any appropriate reason, e.g. Zim asked another cannibal for advice. Having taken his advice, he was successful in getting Demezana to open the door of the cave and he was able to kidnap her.
12. No, the tale has only the main plot – that of Demezana being snatched from the cave and saved by her twin brother.
13. Any appropriate answer and reason, e.g. anyone trying to steal honey from the bees that had made their home in this stump would fail because his/her hand would get stuck. Zim's death was caused by his own actions. Evil people get what they deserve.
14. The plot (storyline) is more important. The characters are flat and not fully developed (rounded).

Self Activity 6 p.205

Paragraph

Students have to write a paragraph explaining which story they preferred and the reasons for their choice.

Challenge

The student's preference and valid reason(s). There could be many reasons, e.g. Version 2 is in a register more suited to young people and for people whose mother tongue is not English. The language in the first version is old-fashioned (archaic).

Group Activity 7 p.206

Register: The hare and the tortoise

Students have to work in pairs.

Allow students enough time to rewrite the story. The challenge is to make it as simple as possible as they want to tell small children the story. The correct register is therefore very important. Encourage the pairs to act out their stories.

One day a hare teased a tortoise and said, "You've got such short legs and you are so slow!" But the tortoise laughed and said, "Although you are very fast, I will still beat you in a race!" "OK, let's have a race and see" said the hare because he thought he would easily beat the tortoise. They went to the fox and asked, "Mr Fox, we want to have a race. Will you please work out the course of the race for us?" "With pleasure," the fox replied. On the day of the race the hare and the tortoise started together and the tortoise never stopped once. With her slow pace she walked straight to the end of the course. The hare knew he was much faster and did not take it too seriously. Instead, he fell asleep next to the road. When he woke up, he realised that he was far behind and he tried to run as fast as he could, but he was too late. The tortoise had already won and she was having a rest as she was very tired.

Group Activity 8 p. 206

Assessment Activity: Prepared presentation on a literary text

Students have to do a prepared presentation on any folktale, myth or legend which they have read or researched on the internet. They may choose a South African or international one. They have to tell the class the story as well as the "hidden message". They have to apply everything they know about presenting a speech and they have to use at least one suitable aid for their presentation.

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

Criteria	Yes	No	Comment
1. Introduction tells the audience what the presentation is about.			
2. Ideas follow in a logical order.			
3. Body of the speech focuses on the topic.			
4. "Hidden message" is explained.			
5. Grammar is correct.			
6. Conclusion is effective.			
7. Speaker is well prepared and confident.			
8. Aid/s is/are suitable for presentation.			
9. Source of information is acknowledged, e.g. internet, library.			
10. Non-verbal ways of communication are used appropriately, e.g. volume, pronunciation, tempo, stress and emphasis, eye contact and body language.			

Self Activity 9 p.209

Drama: People are living there

Please note: We recommend that you discuss sarcasm with the students before they answer the activity. *Sarcasm* means precisely what it says, but in a *sharp, bitter* or *cutting* manner.

1. Inverted commas are not used even though it is direct speech.
2. They are placed in square or round brackets and italicised.
3. Accept any appropriate answer, e.g.: DON. [looking at the stove]: The stage direction is that he must look at the stove on the stage so that the audience knows what he is referring to when he asks her the question: "Isn't it on yet?"
4. Accept any appropriate answer, e.g.:
 - "I must have dropped off then, because the next thing I knew it was cold and dark ... I don't know. Empty!"
 - "... Brisk walk. Bit of fresh air. You could do with some too. It's healthy. What about it?"
 - "I feel like a bit of excitement tonight. Movies or something. Been in all day."
 - "Empty! Waking up is a cold business in an empty house. Specially old houses. Wherever you look it's just walls. God it's depressing! Put out the light and you're as good as in your grave."
5. Accept any appropriate answer, e.g.:

- MILLY. “To spite me. [*Don smiles.*] Yes! Don’t think I don’t know. There’s a spiteful streak in you sometimes.” [*Returns her attention to the ceiling.*]
6. [*Stubs out her cigarette viciously and lights another, an automatic gesture.*]
7. Accept any appropriate answer.
- 8.1. Accept any appropriate example, e.g. “Get up, Mildred, I said, get up and go up and grab it and chuck the bloody thing out! Blah-blah-blah!”
- 8.2. Yes and accept any appropriate reason, e.g. the way the characters speak is typical of the way people of this particular class would be likely to speak. If they spoke differently the dialogue would sound stilted and artificial.
9. DON. “So is Christmas.”
10. Yes or No with a reason.

Self Activity 10 p.211

Short story: Thandi’s Grannies

Please note: When the students have completed the activity below, we suggest that you ask them what they think about Helen’s honesty and have a brief class discussion. Allow them time to find examples or quotations to support their opinion.

1. Third person. Accept any reason, e.g. “she,” “her,” “Helen,” and “Helen Richardson” are used.
2. Helen Richardson and Thandi.
3. a school ... a flat
4. Their cultural backgrounds differ. Helen is white and Thandi is African. Until now, she has never found herself in a situation where she needs to embrace transformation completely.
 - 4.1 Her conflict is internal.
 - 4.2 Accept any reason, e.g. she is struggling with herself to adapt to the changes of post-apartheid South Africa and to put aside her inbred prejudices and “fear” of people who are different from her.
5. Accept either answer with an appropriate explanation.
6. It is written in an informal style. Accept any appropriate explanation, e.g. colloquial language and contracted forms have been used as well as an unsophisticated word choice.
7. Accept any appropriate answer with a reason, e.g. positive because she sees a future for everyone.
8. Accept any appropriate answer, e.g. body language is used to illustrate that the three had bonded. The message was not expressed in words (verbally).

9. The momentary pause indicated her indecision and uncertainty about including a member of the cleaning staff to join them for tea. It would not have been politically correct pre-apartheid.
10. Accept any appropriate answer, e.g. the theme is one of transformation and reconciliation. It deals with making cross cultural contact and breaking down racial and cultural prejudices.
11. Yes. Solomon declined the invitation to tea because he had to listen to the weather forecast on the radio. He did not want her to know that her theory that all farm “boys” can forecast the weather is not true. He also felt that having tea with Helen was taking this new South Africa thing too far.
12. Subjective; it is written from Helen’s point of view/perspective.
- 13.1 Simile. The comparison between Thandi’s glowing skin and polished hard, dark mahogany wood is effective.
- 13.2 Simile. The comparison between the growth of mushrooms and the spread of squatters is apt. They both seem to appear very suddenly and almost overnight.
- 13.3 Metaphor. The school building is compared to a person whose heart beats to the music.
14. Gogo means granny. Hauw is an exclamation of surprise and pleasure.
15. Accept any appropriate example, e.g. the arrival of the minibus taxis with their loud music and the learners’ loud greetings. Addressing an older woman as granny as a token of respect to someone who is older than you are.
16. Accept any appropriate reason.
17. Yes or No with reason.
18. Yes or No with reason.
19. Domestic worker/domestic help/housekeeper, gardener/landscaper.

Self Activity 11 p.217

Assessment Activity: Autobiography – Long walk to freedom

1. An autobiography is the life story of a person written by him/herself. **(1)**
2. Accept any appropriate answer, e.g. “As I passed a nearby bus stop, I noticed out of the corner of my eye a lovely young woman waiting for the bus.” **(1)**
3. Nelson’s friend, Oliver Tambo. **(1)**
4. She was the first black female social worker at Baragwanath Hospital. **(1)**
5. “I do know that the moment I first glimpsed Winnie Nomzamo, I knew that I wanted to have her as my wife.” **(1)**
6. They went to an Indian restaurant near his office. It was one of few places that

- served Africans. (2)
7. Accept any appropriate answer, e.g. his children, his family or friends. (1)
 8. Accept any 3:
 - Baragwanath Hospital – leading black hospital in Johannesburg.
 - Winnie was the first black female social worker at Baragwanath Hospital.
 - The Indian restaurant was one of few places that served Africans.
 - The Treason Trial.
 - Meetings and political discussions. (3)
 9. Accept any three appropriate answers, e.g. Orlando, Medical School at the University of the Witwatersrand, Baragwanath Hospital. (3)
 10. Accept any appropriate answer. (2)
 11. According to him he asked her out on their first date and took it for granted from that day forward. (1)
 - 12.1 Yes. (1)
 - 12.2 Yes. An autobiography is non-fiction therefore it is factual and the truth. (2)
 13. It is to put the emphasis on her and not on him. He emphasises why he loves her and that she is special. (2)
 14. Yes or No with a reason. (1)
 15. Accept any appropriate answer. (1)
 16. Accept any appropriate reason, e.g. to inform, to pay tribute to someone, to have a record, to entertain, to persuade. (1)
- Total: 25**

RATING CODE	RATING	MARK OUT OF 25
7	Outstanding (can do this exceptionally well)	20 – 25
6	Meritorious (can do this very well)	17½ - 19
5	Substantial (can do this well)	15 – 17
4	Adequate (can do this)	12½ - 14
3	Moderate (can do some of this)	10 – 12
2	Elementary (have difficulty with this)	7½-9
1	Not achieved (need help with this)	0 – 7

Challenge

sunset = 2 syllables

anonymous = 4 syllables

rough = 1

interesting = 3 syllables

Group Activity 12 p.220**Poetry: Haiku**

Students have to work in pairs. Encourage them to try their best to describe one of the subjects in the form of haiku. They may even choose their own subject.

Prefixes p.220

Accept any appropriate answer, e.g. Hundreds of people fill out forms daily to qualify to **immigrate** to South Africa.

immigrate to a country

emigrate from a country

Self Activity 13 p.221**Opposites**

- **inactive**
- **export**
- **immovable**
- **misbehave**
- **illegible**
- **descend**
- **abnormal**

Group Activity 14 p.221

Students have to work in pairs.

1. Diminutives – young or small

- **duckling**
- **darling**
- **owlet**
- **flatlet**
- **particle**

2. **Adjectives**

- **hopeful**; **hopeless**
- **greedy**
- **courageous**
- **joyful**; **joyless**; **joyous** (used mainly in poetry)

Accept any appropriate sentence, e.g.:

- I am very **hopeful** that I will find job satisfaction in my chosen career. It is unfortunately a **hopeless** situation now for the trapped miners.
- The cheekiest puppy in the litter was so **greedy** that he stole nearly all the other puppies' food.
- Celebrating your 21st birthday part with a party is always a **joyful** occasion.
- The unexciting lecture proved to be a **joyless** event.

3. **Abstract nouns**

- **wisdom**
- **manhood**
- **parenthood**

Accept any appropriate sentence, e.g.:

- Age does not always bring **wisdom**.
- Men do not need to prove their **manhood** by bullying or violence.
- **Parenthood**, although a very serious responsibility, brings great joy and fulfilment.

4. **Suffixes**

- **fearless**
- **senseless**

Accept any appropriate sentence, e.g.:

- Some people are **fearless** and will accept any challenge and take risks without thinking twice.
- The burglars kicked and hit the householder until he was knocked **senseless**.

5. **Nouns**

- **punishment**
- **payment**
- **government**
- **judgement**

Accept any appropriate sentence, e.g.:

- The law states that the **punishment** should fit the crime.
- Regular monthly **payments** will ensure that one does not get into debt.
- It is the duty of **government** to ensure that everyone has access to water and electricity.
- At the end of a trial, the judge first has to make a **judgement** before he hands down a sentence.