



2016 TERM 1 TRAINING WORKSHOP
EFAL



GRADES 10-12



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

Just-in-Time Training Workshop Term 1

Participants' Workbook

FET

English First Additional Language

USING TEMPLATES TO TEACH LITERATURE



Jika iMfundo
what I do matters



Endorsed by:



Programme

	Activity	Time Guide	Real time guide
	Registration	20 min	08:00
2	Activity 1: Jika iMfundo Orientation	55 min	08:20
2	Activity 2: Introduction to the Term 1 Tracker	15 min	09:15
3	Activity 3: Why teach literature.	15 min	09:30
3	Activity 4: CAPS requirements for literature	15 min	09:45
4	Activity 5: Teaching poetry	60 min	10:00
	TEA/ Refreshments	30 min	11:00
7	Activity 6: Teaching short stories	60 min	11:30
14	Activity 7: Teaching Drama	50min	12:30
	Evaluation	15 min	13:30
	Closure:: Questions and concerns	10 min	13:35
65	Additional materials for Grades 10/11		

Checklist of items required for this Workshop

Handouts	Number	Check
Copies of Planning and Tracking document for grade 12	1 per participant	
Copies of the Participants' Workbook	1 per participant	
Other items		
For each participant, the most commonly used EFAL learning resources. These will include Learner's Books and Teacher's Guides	1 set per participant; participants should bring their own	
Pens and paper for planning lessons	As required	
Flipchart or board	As required	

ACTIVITY 1 Jika iMfundo Orientation**(55min)****Discussion on the Jika iMfundo programme and the use of Trackers****Jika iMfundo - Orientation**

50 minutes

1. Some Education Research: Graphs
2. Curriculum Coverage
3. Reflections
4. Introduction to the Planner and Tracker
 - Purpose of the tracker
 - Time allocation and links to CAPS
 - Links to LTSMs
 - Links to Assessment
 - Resources
 - Extension and remediation work
 - Columns in the tracker
 - Weekly reflections
 - Term planning
 - Broad Guidelines for lesson planning and preparation
 - Guidelines for teaching

ACTIVITY 2 INTRODUCTION TO THE TERM 1 TRACKER

1. Turn to page 1 of the Tracker and find the LTSM that your school is using and add a bookmark to it. **Spend a few minutes browsing the tracker and share any comments with the facilitator.**
 - Please note that the Trackers should be followed **strictly, so** that all the work in CAPS is covered.
 - When planning lessons for each day, you must refer to the suggestions given in the Teacher's Guide for your Learner Book.
2. Now look at the recommendations for Formal Assessment for the term.(pp. 7 – 8)

When will you plan for each of the following assessments?

 - Writing an essay and a longer transactional piece.
 - Reading aloud a prepared text?
 - Reading an unprepared text?
3. From your experience, which assessments will be easy to administer?

Literature teaching:

ACTIVITY 3: WHY DO WE TEACH LITERATURE?

(15 MIN)

Plenary discussion

ACTIVITY 4: CAPS REQUIREMENTS FOR LITERATURE

(Refer to p.14 ffl of the CAPS handbook)

Excerpted from CAPS REQUIREMENTS FOR TEACHING LITERATURE

Approaches to teaching literature (p16)

The main reason for reading literature is to develop in learners a sensitivity to a special use of language that is more refined, literary, figurative, symbolic than what else might be required. Serious writers create novels, plays and poems because they have ideas, thoughts, issues, principles, ideologies and beliefs that they most want to share with or reveal to their prospective readers.

The teaching of literature is impossible without personal, thoughtful and honest interpretations and comments from the learners themselves. Unless they learn how to understand a literary text on their own, they have not learnt much... interpretation is not about right or wrong- it is about searching for what is meaningful to the reader.

The best way to approach the teaching of literature would involve some or all of the following:

- Read as much of the text in class as possible. It is essential that learners have a clear idea of what is going on the most basic level of the text. Poetry should be taught, not poems.
- The purpose of teaching literary texts is to show how language can be used with subtlety, intelligence, imagination and flair. This means taking a close look at how text is created, manipulated and re-arranged to clarify and emphasise what is expressed. Such work might involve examining the presence or absence of imagery; what kind of imagery being selected by the writer and why; sentence structures and paragraphing or the layout of poems; continuing motifs through the text; the use of symbol, sound or colour where appropriate.
- Creative activity should be attached closely to the study of any literary text.
- Literature teaching is not about right answers.

Intensive reading focusing on the formal study of literature

- Understand the distinctive qualities of different literary forms. E.g. a poem has different characteristics from a novel
- Identify and explain figurative language and rhetorical devices as they appear in different texts (metaphors, similes, et)
- Identify and explain the author's/ poet's/ producer's intention
- Explain choice and effectiveness in poetry of how elements support message/ theme. (Elements include figures of speech, imagery, structural elements and sound devices..)
- Explain choice and effectiveness in drama of how elements support message/ theme. Elements also could include plot, climax, characterization, stage directions, dramatic irony, and setting.
- Explain choice and effectiveness in short stories/ novels of how elements support message/ theme. (role of the narrator, structural elements e.g. plot, exposition, rising action, conflict, climax, falling action, denouement etc.

ACTIVITY 5: TEACHING OF POETRY

1. How are you teaching poetry?

2. Comment critically on the following approach to teaching poetry adopted by a teacher.

1. Prior to the lesson, he asks learners to read the poem as homework.
2. The teacher studies the poem and practices reading it aloud the night before the lesson
3. He starts the lesson with asking 3 connecting questions as a lead into the lesson
4. He introduces vocabulary that is important and which his learners might not be familiar with.
5. He reads the poem aloud.
6. He gets an overview of the poem through asking the class what they think the poem is about, etc.
7. Thereafter he discusses the poem (with activities) stanza by stanza.
8. He gets the class to look at features of the poem (structure, etc)
9. He get learners to think about the theme and the poet's intention.
10. Learners are required to answer additional questions (homework)
11. At the end of the lesson, the poem is re-read aloud. At this point he asks learner(s) to do so. Sometimes he nominates a learner or group to prepare the reading in advance and uses this for reading assessment.

3. Elicit discussion on aspects of a poem. This will assist in analysing a poem critically. Use the notes below as a guide to fill in the template (p6).

- **Title:** What information does the title give you?
- **Speaker:** Is the speaker addressing someone in particular? Who or what? Is the poem trying to make a point, win an argument, move someone to action? Or is it just expressing something without requiring an answer

What is the speaker's mood? Is the speaker angry, sad, happy, cynical? How do you know?
- **Structure:** How is the poem organized? How is it divided up? Are there individual stanzas or numbered sections? What does each section or stanza discuss? How are the sections or stanzas related to each other? (Poems don't usually jump around randomly; the poet probably has some sort of organization in mind, like steps in an argument, movement in time, changes in location or viewpoint, or switches in mood.)
- **Tone:** Who is speaking? Listen to the voice. Is it a man or a woman? Someone young or old? Is any particular race, nationality, religion, etc. suggested? Does the voice sound like the direct voice of the poet speaking to you, expressing thoughts and feelings? Is a separate character being created, someone who is not necessarily like the poet at all (a persona)?
- **Intention:** why did the poet write this poem?
- **Punctuation:** read according to punctuation.

- **Diction:** Begin by making sure you understood the dictionary meanings of these words (their **denotative** meaning). Now you have to consider their visual and emotional effects, the symbols and figures of speech (the **connotative** meaning).

How would you characterize the poet's word choice? Is it formal, conversational. Does the poet use "street talk" or slang, formal English, foreign language phrases, or jargon?

- **Rhythm:** Just like with music, you can tell if a poem is sad or happy if you listen carefully to the rhythm. Also, heavily stressed or repeated words give you a clue to the overall meaning of the poem.

How do alliteration, assonance and onomatopoeia enhance the rhythm and musicality of the poem?

- **Figurative Language**

Identify and explain the figurative language used in the poem. Look for similes, metaphors etc. How do they contribute to the meaning and overall effect of the poem

- **Symbolism:** A symbol is an event or a physical object (a thing, a person, a place) that represents something non-physical such as an idea, a value, or an emotion. For example, a ring is symbolic of unity and marriage

Are certain objects or actions symbolic in the poem? Explain

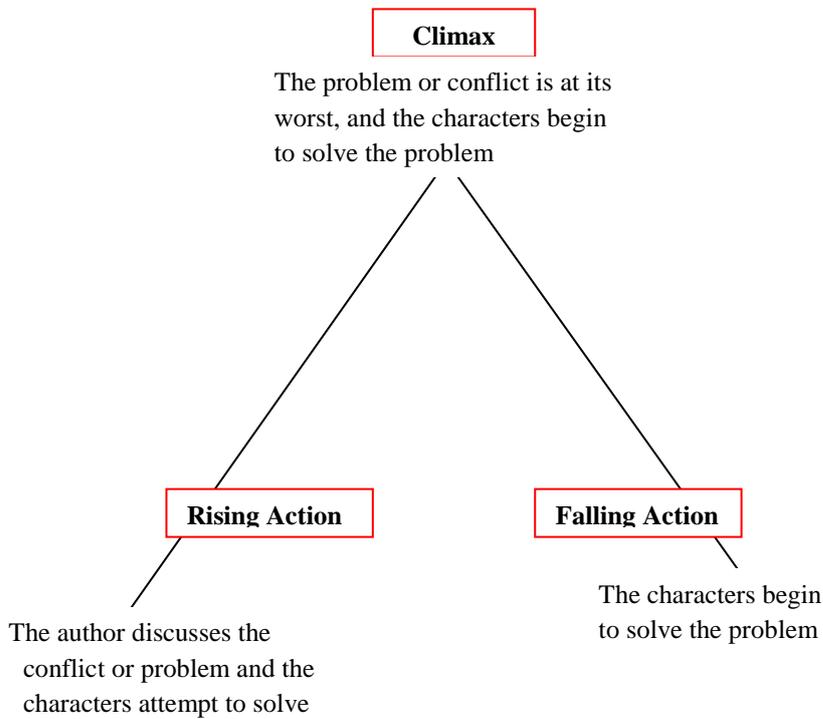
4. You will work in groups for this activity. .There are notes and activities on 3 poems in the appendices. (PW: 20-35) Select a poem. Critically comment on the activities on that poem. In order to do all the activities, how many times do you think the learner has to refer to the poem?
5. Study the template below and discuss how you can use it in your class.

Template for poetry

Poem: _____ Poet: _____

Title	
Speaker	
Outline of the poem	
Structure	
Tone	
Diction	
Rhythm	
Figurative language	
Figures of speech (1) Simile	
Figures of speech (2) Metaphors	
Figures of speech (3) Other	
Intention of the poet	
Symbolism	
Theme/ central idea	
Punctuation	

Plot Structure



Exposition

Takes place at the beginning of the story.
The setting, characters and background information are discussed.

Resolution

The conflict comes to an end, or the problem is solved. This is the story's ending.

1. How to study short stories

Short stories contain the same elements which can be found in novels or fictional writing, and in plays or dramas. These elements are simply shortened and the action of the story is abbreviated to fit into what would probably form less than a chapter in an ordinary novel.

Short stories usually seem more dramatic or have a greater impact than novels, precisely because the build-up to the action is shorter and takes place over a few pages thus causing the pace of the story to be more rapid. The build-up also becomes much closer in proximity to the action, and so is more easily remembered and carries greater effect than in a novel where what happened several chapters previously may not always be carried forward successfully by the reader to later chapters.

The basic elements of the short story are:

- The setting
- The duration of the story/time span (in story-time, although often this is not clearly set out where not important)
- The characters
- The plot
- The theme
- Narration and style of story

Setting

The backdrop to the story is important, as it, like the scenery and props on stage in a play, sets the scene for what we are about to read. The place and its description also key the reader in to what kind of characters we can expect to meet, how they are likely to talk and to behave. Finally, the setting also tells us something about the style which the author of the story will adopt.

The duration or time span of the story

This is sometimes vital to the story, and, at others, completely irrelevant. It may be really important to know that when the story relates to a Death-Row prisoner, the story is unfolding with 29 hours to go before the death penalty is imposed. Or, if a bomb is set to explode in 40 minutes, it will be important to discover that a story titled 40 Minutes is about the feelings of the bomb expert who tries to dismantle or disarm the bomb in 40 seconds.

In some cases, a story may run over a vague number of weeks or months and, because this detail is not important to the story it is never really emphasised. It is also very skilful on behalf of an author to be able to cover a time span of many years in a four or five page story.

The characters and characterisation

In a short story, unlike in a novel, there is little time or space to fully develop a character. In many short stories you will thus find that characters possess small, unique characteristics by which we come to identify and know them. A twitch of an eyebrow, a feeling of loneliness may give shape and definition to the character to a greater degree than any long descriptions or explanations or dense dialogue in which we learn all about the character. We seldom get to know the characters of short stories very well. They are with us for too brief a time. Nevertheless, characters are absolutely vital – they must be believable in order for the reader to be drawn into the story, and so for the story to work (succeed) as a story. IN most instances, only one character is developed in detail.

Often, the characters may be exposed to the reader through the observations of other characters, either in their thoughts or through their verbal comment represented as dialogue.

As readers we also make assumptions and judgments of characters based on what we observe of their actions. For instance, if a story opens with a young boy verbally abusing his mother, we will take issue with this and think badly of his character. However, later we may discover that his mother has sold all his books to get money to buy liquor.

It is the characters in a way who drive the plot, or the action of the story. This happens because we sometimes anticipate or expect actions or behaviour from characters which will then either satisfy us when we are faced with confirmation of our expectations, or surprise us when the author twists the expected, which also brings with it a kind of pleasure.

The Plot

The action of the story is very important, as it is this which carries the story along to play out a theme to realise our expectations. The plot is the design to which the setting and characters and dialogue must be matched. It is what actually happens without all the feeling and excitement which comes from the character development. The plot is what A does to B which makes B's son C hate A for the rest of his life. This hatred may later cause C to bring about the failure of A's daughter's business and the embarrassment of A's wife who may eventually leave him.

In the sketch above, we have not even looked at where this happens, whether it takes place over one year, or 20, and the characters involved, for instance, what are they like, how they feel and what they say, yet it is a storyline nevertheless.

The plot follows a sequence. Some event must happen in order to lead on to the next event, and so on. This sequence does not always happen in order of time so, for instance, the story may begin with C sitting in a ward in a mental asylum where his mother, B, visits him. This may cause him to reflect on her and to recall the whole story. Of course, this action will have taken place in a time BEFORE A sits in the mental asylum, but for the plot to unfold the actions don't have to occur in chronological sequence.

The theme

The theme is a larger issue than the plot, and is general, rather than specific. For the plot we have just sketched, for instance, we might say the theme could be revenge, hatred, evil, etc.

Themes are usually linked to the emotions which are unleashed by the plot. Some examples of themes are love, greed, jealousy and a saying like 'one good deed deserves another', etc.

The theme is an overarching thread which runs through the entire story. It is not deliberately referred to and it is best to be able to pick out actions and/or speech by the characters which can provide evidence of why you feel a particular issue is the theme of the story.

Narration and style of story

These aspects are very important. The narrator plays a huge role in many short stories, taking the part of a character in the story. Many short stories use the form of an omniscient third-person narrator. Such a narrator operates from outside the story itself and recounts the story as if s/he knows everything about what happens to everyone in the story and what they say or do.

Sometimes the narrator may be a character in the story and may tell the story through his/her eyes. This means that the reader sees that character's perceptions of everything that happens. This may be biased and the reader needs to be aware of this. Very often, if this is the case, the narrator will also speak in a particular accent or dialogue unique and peculiar to the setting of the story.

Sometimes the narrator, although speaking in first person will relate the story as an observer, rather than someone involved in the action of the story itself.

Style relates to the type of language used and whether the writing is formal and complex or casual and intimate. The type of vocabulary used, the dialect or colloquial language, the phrasing, the length of the sentences and paragraphs, and the amount of description and dialogue can all alter the tone of a story.

Other issues to note are:

Conflict: all stories have elements of conflict

Climax: This is the turning-point or major dramatic impact point in the story, and is usually not too difficult to identify if one approaches the story logically. Sometimes, the climax appears in the last lines, in other stories, the climax appears halfway through the story and then follows a slowing-down and a falling away of the action.

For example: beginning→build-up→action→build-up→action→climax→end

OR

beginning→build-up→action→climax→reaction→let-down→end

Importance of the title and how it relates to the story

Sometimes a title may be simply a title – at other times, the title may provide a key to the story, or may serve to highlight one of the themes of the story, or point towards the victim or the perpetrator. Often, we may need to read and understand the story in order to understand the title.

Context

Not as much as with poetry, but similarly, it is often quite useful to know when the author lived and wrote and what his personality and goals and desires were. This can help us to understand what drove and/or influenced him to write about certain things, or to make specific references or to write a particular kind of story such as a romantic story, a suspense or a crime story.

When you are asked to place extracts from a short story in context, this means that you are required to understand not just what is represented in that specific extract, but also how it fits into the story as a whole. You need to know where in the story the action of the extract takes place, and what happens before and after it.

2. Study the template below. Choose a short story you taught and fill in the blank template below it.

Look for the following characteristics in the Short Stories that you will be studying

Setting / Place	Generally the action takes place in one central place. This is unlike a novel where the action keeps shifting. Often the setting reveals the theme of the story.
Time	The action takes place over a short period of time. It may be one day, weekend, one week, etc. In the Luncheon the action takes place within a few moments when the narrator recalls an incident 20 years ago.
Plot/ Action	Generally there is one main plot without any sub plots. The plot is the story's framework. You should be able to describe the main event of the story clearly. The focus is on the main story without any confusing sub plots. (Compare this with a novel like <i>To Kill a Mockingbird</i>)
Characters and characterisation	Generally there is one central or main character. There are other characters but they are not as important. Sometimes the writer describes two or maybe three lesser characters. They are not usually described in detail. We learn about the character by his /her actions and by what they do and say. (The writer does not spend too much time describing the character.)
Conflict	All stories start with a problem or conflict. The main character has to make a choice or stick to his/her principles despite pressure on him/her. This is often revealed in the climax.
Climax:	Occurs at the end of the story. Often the story ends with a twist in the tail. You need to study the ending and review the events leading to it to understand the story line.
Denouement / resolution /end	Occurs after the climax. (Sometimes the climax is the end). All the loose ends are tied up. (see comment above).
Themes	Short stories generally have one main theme. This is linked to the plot.
Vocabulary	Look at how diction contributes to the overall effect of the story build up
Symbolism	Are there any symbols which contribute to the understanding of the plot and theme?

Additional information

<p>Questions</p>	<p>Normally this covers:</p> <ul style="list-style-type: none"> • Understanding of the plot • Being able to describe the character. The extract reveals the character. Practice in describing character. • The theme. • The resolution
<p>Common mistakes</p>	<p>1. <i>Learners do not have a sufficient knowledge of the story.</i> Read the story about half a dozen times.(It does not take long)</p> <p>Write the story outline in your own words</p> <p>Develop a list of key words that describe the character.</p> <p>Review the theme.</p> <p>Underline the climax of the story.</p> <p>2. <i>Learners do not study the extracts in the exams.</i></p> <ul style="list-style-type: none"> • They do a mere reading of the extract and their answers are not related to the extract. <p>3. <i>Learners do not analyse the extracts.</i></p> <ul style="list-style-type: none"> • You must see the extract in relation to the whole story. <p>4. <i>Not familiar with vocabulary.</i></p> <ul style="list-style-type: none"> • They do not identify key words which are related to theme, plot and character. (Identify the key words in each story.) • Develop a specific list of words for each short story. Look for any patterns in the words. • Connect the words to the theme and character, etc. <p>5. <i>Learners have not understood what the problem or conflict facing the main character is.</i></p>

Blank Template: Elements of a Short Story

Title: _____

Writer: _____

Setting / Place	
Time	
Plot/ Action	
Characters and characterisation	
Conflict	
Climax:	
Denouement / resolution	
Themes	
Vocabulary	
Other	

3. There are notes and worksheets on 3 short stories in the appendix.

Choose a story and comment critically on the notes and activities provided. What difficulties will your learners have? How will you assist your learners who will need additional support or enrichment activities?

ACTIVITY 7: TEACHING DRAMA (NOTHING BUT THE TRUTH)

Outcomes of this section

Learners should be able to

- study the play with critical insight.
- write an outline of the plot of *Nothing but the Truth*
- state the major themes in *Nothing but the truth*
- describe the main characters with reference from the text to support views.
- analyse texts.
- answer several contextual style questions to improve understanding of plot, theme and character.

1. How to read and study a play

The ideal is to watch the play performed even before it is studied in class. If this is not possible, then try to read though the whole play on your own. This should be attempted before the play is studied in class. Read any background materials or information that you can get so that you can read the play with greater insight and understanding. Think along the following lines whenever you have to study a play:

- Background and setting:
 - a. Where is the play set? (place, continent, etc)
 - b. When does the action take place? (which time period?)
 - c. Who wrote the play?

Why is it important for the reader to know this?

- Who are the main characters (protagonists)?
 - d. Does the protagonist (lead character) change?
 - e. What is the protagonist like in the beginning?
 - f. What is the protagonist like in the end?
 - g. What causes any change to take place in him/her?
 - h. Is the change for better or worse?
 - i. What do others say about the protagonist?

In *Nothing but the Truth* the audience sees three characters. Do these characters change?

- All plays start with some conflict. What type of conflict takes place in the story?
 - j. Is it personal?
 - k. Is it social?
 - l. Is it political?
 - m. Is it institutional?
 - n. Is it other?

Get learners to attempt to categorise the conflicts in this play.

- Is the challenge between :
 - o. Man and man
 - p. Individual and society
 - q. Individual and nature
 - r. Individual and the state
 - s. Individual and fate/destiny?

What challenge does each of the characters have to deal with?

- What is the climax of the play?
 - t. Why is this event significant?
 - u. How did the character/s react in this situation?

What do you think is the climax of the play?

- Style:
 - v. Describe the writer's style.
- Imagery
 - w. Are there words and images repeated throughout the play?
 - x. What is the effect of the repetition?
- What is the significance of the title?

Figures of speech

(See section on poetry for figures of speech)

- **Irony** is when we say one thing but mean something else. It is a form of wit, used to draw attention to something by stating the opposite which the reader knows to be untrue.
There are several kinds of irony. We mention three here.
 - Verbal irony: there is a surface meaning and a hidden meaning. The hidden meaning is directly opposite of the surface meaning.
 - Situational irony: the irony is in the situation taking place and not the words being uttered.(e.g. By a curious irony both her husbands died the same way)
 - Dramatic irony: the audience knows more than the character on stage.

Symbols

Symbols are generally concrete things that stand for or represent something else. Through symbols abstract ideas are made concrete. We encounter symbols all the time. Certain car manufacturers have developed very distinctive emblems or marques identifying their cars.

Writers too work using symbols to convey a message. In *Nothing but the Truth* there are not many obvious symbols used. We need to explore carefully the symbols that are used.

- **The wire bus**

It took Siphso a long time creating it. The bus was taken away from him by force by his father and given to his younger brother because his brother demanded it. Siphso had to reluctantly give away what was dear to him. His father did not ask him to share the bus. The wire bus did not last long with Themba. Siphso still remembers the hurt and rejection he felt through this act.

- **Jobs / careers**

Siphso is a librarian. He worked as a librarian for over thirty years. The job itself suggests a person who is responsible and thorough. It also suggests a person who does not take many risks a done who works closely with the community. It also suggests a widely read person

- **Clothing**

Clothing is often used to signal types of character. For instance Mandisa who is an aspiring fashion designer comes across as being a well-dressed trendy person. The image of a sophisticated up-an-coming person comes to mind. Going with this image is also an independent and outspoken young lady who could challenge restrictions imposed on her.

Thando seems more conservative and her dress is quite likely to reflect this. However, she does have in her wardrobe a dress created by a famous local designer. This can also hint at her own innate feelings of desiring to become more assertive.

- **TRC**

The purpose of the commission was to start the process of healing the nation. You will find notes on this at the back of this guide.

2. Refer to note in the appendix 8 (pages 50+)

Focus on one of the following aspects of the play:

- Outline of the play (page 51)
- Characters and characterization (page 52)
 - Mandisa
 - Siphso
- Themes (p 56+)
- Extracts (p 57+)
- Extract from Exam paper (p61+)

3. How will this approach assist with achieving some of the aims of CAPS?

Appendix: POETRY

Appendix 1

Why do we teach literature? Add these points to your notes if they have not been covered in plenary.

- Good literature brings the individual in contact with some of the greatest minds and thinkers who have ever lived.
- It helps us to articulate and refine our thoughts and ideas more clearly.
- It keeps us in touch with culture, local and national and international. It develops an understanding of the world, people and relationships. It takes people beyond their boundaries.
- The ideas and concepts explored by good writers enhance our development and understanding of society.
- Good literature has a civilising influence on us as it benchmarks values.
- It develops critical thinkers and thinking.
- It is pleasurable.
- It encourages imagination, identification and creativity

Appendix 2

Learning about poetry

Learning about poetry is an adventure. On this trip we will explore new ideas and places. In each poem we will find a different way of thinking about the world, and to understand that world, or at least to be able to form and express an opinion about that world we need several tools and skills.

Make sure that you understand the language of poetry, as well as the language in the poem.

Poetry makes use of shared techniques, imagery and codes to get across its message.

Divisions of a poem

- Poems are divided into verses or stanzas.

Remember

- In ordinary writing, a paragraph usually indicates a change of thought or a new idea. In poetry, a verse or stanza does the same.

Rhyming verse

- A rhyme scheme in a poem can achieve many purposes. It lends convention to the poem, form, and structure and, in many cases what we call **metre**.
- Metre is the rhythmical timing or sound of the poem which is set up by the rhyme scheme.
- You can, in most cases clap this out, or find the rhythm like a train chugging along a track, like a song, or like a dance.
- Metre is also set up by factors like the number of syllables in lines, repetition of sounds and poetic devices like alliteration (repetition of consonants of words).

- A conventional rhyme scheme is that of abab, cdcd, efef. This means that the first and third lines and the second and last lines of each verse rhyme. Some poems use a tighter rhyme such as aa, bb, cc, etc. These are known as rhyming couplets.

My penmanship is pretty bad. (a)
 My printing's plainly **awful**. (b)
 In truth, my writing looks so sad (a)
 It ought to be **unlawful**. (b)

I try but, still, I must confess (c)
 my writing looks like *scribbles*. (d)
 My pencil makes a painful mess. (c)
 My ballpoint leaks and *dribbles*. (d)

--Kenn Nesbitt

Humpty Dumpty sat on the wall (a)
 Humpty Dumpty had a great fall (a)
 All the kings' horses and all the kings' men (b)
 Couldn't put Humpty together again (b)

Other poetic tools

- **Simile**

Did you know? These tools are used to get us to feel something, to share an experience with the poet through emotion, or series of emotions. Read 'his heart was as empty as his pocket' here the writer wants us to see that the man he is writing about cannot feel love, or care about people because his heart is empty.

The comparison of something to something else usually using the words 'as' or 'like'.

Example: 1 Her beauty sang ***like a crying violin***
 2 His heart was ***as empty as his pocket***

You must be able to identify the two things that are being compared. Then you should look for several points of similarities between the things compared.

What are the things being compared in the above similes? You are correct if you said for simile 1 that her beauty is being compared to the sound of a crying violin. In the second instance it is his heart with an empty pocket. Then you need to explore why the comparisons have been made.

- **Metaphor**

This is very like simile; however, instead of comparing one thing to another, metaphor does this more directly by stating that one thing IS another. This form of speech is not meant to be taken at face value; one is meant to make the assumption that the poet implies that the one thing has the values, characteristics or appearance of the other.

Example 1: **The bully was a steel wall**

He was not really a steel wall, but the writer is suggesting that he was tough, hard – as in emotionless and pitiless; he could not be moved, he would not change, he could not be broken, etc.

Example 2: **Her heart is a marshmallow over the fire**

She was soft-hearted, kind, would give- in easily.

- **Personification**

This entails giving inanimate and non-human things or beings human characteristics or traits.

Example: **The tree stretched its arms up to the sky in prayer!**

A tree does not have arms, only branches, nor does a tree usually pray, but one can see how the image of a tree with its branches stretched skywards could look like a person raising his or her arms to the heavens.

Template to structure answer to a question on imagery

Eg: He is a **lion** (Metaphor)

Step 1	State the two things that are being compared	A man is being compared to a lion.	lion
Step 2	What do they have in common (Look for at least 2 points)	(What is the writer saying about the man? To do this we need to start thinking about the characteristics of lions)	A lion is powerful, ruthless, a killer (deadly); predator courageous, a born leader, etc
Step 3	What is the effect of the comparison ?	The metaphor suggests that the man may be a strong person, a ruthless leader, etc.	
The template should allow the learner to develop a method to analyse imagery.			

- **Alliteration**

This is the repetition of the first consonants of words to create a sound effect which adds to the life of the poem. Thus:

Sliding slowly slipping silvery sighing scales side-to-side snake

The effect created by the “s” sounds mimics the movement and appearance of a snake

- **Assonance**

This is the repetition of vowel sounds within a short section of verse.

Example: **own on the ound the ound echoes ound the ound ouse**

The sound repeated here is the **ou** or **ow** vowel sound

Its purpose here lengthens the line and makes it sound slow, heavy, sad and lonely as well as picking up on the idea of echoing mentioned in the line.

- **Onomatopoeia**

This is used to describe words that look like the sound they are describing.

Example: **The balloon will pop!**

Pop is the noise the balloon makes when it bursts, but the word *pop* looks and sounds like the noise itself

Other examples are: the 'flushing' of a toilet, the 'crackling' of a fire.

- **Oxymoron**

This is a figure of speech where a blend of usually two words creates a contradiction in effect.

Examples: cruel kindness, plastic glasses, alone together,
 sweet sorrow, same difference.

Note regarding references

Many of the websites used which are usually listed usually under the Background or Outline sections are general poetry websites and can be useful in research on other poems and on poetic techniques. If you are able to access the Internet at home or at school you can use these freely to improve your understanding of poetry.

Appendix 3

1. A poem prepared as a lesson.

Auto Wreck by Karl Shapiro

Objectives

- Interpret how word choices, figures of speech, imagery and sound devices affect mood, meaning and theme.
- Explain how lines, stanza forms, rhyme, rhythm, other repetition techniques and punctuation affect meaning.

Learning activities and stages of the lesson

Introduction (5 minutes)

Activating background knowledge

Write down your responses to the following:

1. What is the speed limit on our national roads?
2. Mention some of the warnings (slogans) displayed on some of our main roads.
3. Briefly describe the role played by ambulance personnel / paramedics at the scene of a road accident.

Activities: (Three x 1 hour lessons)

- A. Vocabulary (10 minutes)
- B. Highlight words (5 minutes)

- C. Summary (20 minutes)
- D. Detailed analysis and feedback (40 minutes)
- E. Final reading and detailed discussion – stanza by stanza (20 minutes)
- F. Additional Exam Type Questions (1hour) (Could be homework)

A. VOCABULARY

Match the words listed in Column A with the meanings given in Column B.

.	Column A	Column B
2.	ruby	Bright light
3.	flare	Discharging
4.	Pulsing	Lit up
5.	beacons	Red
6..	illuminated	Disfigured
7.	mangled	Rings
8.	stowed	Mentally disturbed
9.	tolls	Washes down
10.	cargo	Stored
11.	afterthought	supports
12.	deranged	calm
13.	composed	Familiar saying
14.	douches	Device for stopping flow of blood
15.	lanterns	Outer covering
16.	cling	Personal
17.	husks	signs
18.	tourniquets	Holds on, clasps
19.	splints,	Lamps, street lights
20.	convalescents	An idea that occurs after an action
21.	intimate	People recovering
22.	gauche	Serious and angry
23.	saw	Reason
24.	grim	Awkward
25.	banal	Contempt
26.	logic	contents
27.	occult	Commonplace
28.	sneer	Convenient
29.	spatters	Beyond ordinary knowledge
30.	denouement	Scatters
31.	expedient	The final resolution

- B. Read the poem silently and highlight/ underline all the words listed in Column A. Read the poem aloud.
- C. The sentences in summary of the poem that follow are not in the correct order. Refer to the poem and write it out in right sequence adding the words, first, second, third stanza and finally.
 1. The attention then shifts to those still at the scene: stunned onlookers and practical policemen.
 2. The poem creates a vivid picture of the scene of a road accident.
 3. A description is given of the ambulance arriving at high speed, collecting the badly injured victims and driving off ‘with its terrible cargo’.
 4. The speaker explores the uncertainties suggested by an accidental death: what in the end determines one’s fate.

5. The scene slowly returns to normality as the onlookers begin to comment on the incident, some even making grim jokes, and the traffic moves around the wrecks.

D. In the detailed analysis of the poem that follows key words and phrases have been left out and are listed below. Fill in the blank spaces with the words listed below.

Stanza one

1. Simile 2. blood 3. ambulance 4. dramatic 5. siren 6. sharp 7. injured 8. 8. metaphorically

The word 'its' in line 1 refers to the -----1-----, which was travelling at night (dark one) with its -----2----- blaring. The poet uses a -----3----- in line 3 in which he compares the bright red light on the ambulance to -----4----- flowing from an artery. It makes a -----5----- entry as suggested by the words 'wings' 'heavy curve' and 'dips down' in line 6. These words also indicate that the accident took place on a -----6----- bend. The word 'mangled' which is used -----7----- implies that the accident victims were badly -----8----- and hence the use of the words 'terrible cargo'.

Stanza two

1. mentally disturbed 2. metaphor 3. disciplined 4. visualize 5. wrapped 6. speechless 7. illness 8. muted 9. dry outer covering 10. commonplace 11. speeding 12. wash out

In stanza two the attention shifts to those still at the scene: -----1----- bystanders and -----2----- policemen who -----3----- large amounts (ponds) of blood. The poet uses a -----4----- in which he compares the badly damaged motor vehicles to the -----5----- of locusts. This comparison is effective because it enables the reader to -----6----- the twisted metal -----7----- around iron light poles and the seriousness of the accident which was obviously caused by -----8----- Lines 22 to 27 ("Our throats banal resolution.") vividly captures the reaction of the onlookers who are -----9-----, immobilized (conveyed metaphorically in line 23) and feel as if they are recovering from an -----10----- and speak in -----11----- tones and issue -----12----- warnings about the consequences of speeding.

Stanzas three and four

1. rational 2. convenient 3. debate/ speculation 4. accidents 5. contempt 6. resolution 7. reason /logic 8. air 9. reflectively 10. mood /atmosphere 11. questioning 12. gloomy

In the last stanza -----1----- about the causes of -----2----- is continued. There are -----3----- explanations for loss of life through wars, suicides, stillbirths and cancer, but death on roads through motor accidents defies -----4----- . Our -----5----- but evil roads cancel out scientific explanations ("physics") with -----6----- and destroy our knowledge about the final -----7----- .

The tone is -----8----- thoughtful as well as -----9----- and curious. There is a -----10-----, negative -----11----- about the whole poem. Words such as "mangled, terrible, deranged, blood, sickly, wicked," create a negative -----12-----.

E. Additional Questions

1. To what does the word *its (line 1)* refer?" Its quick soft silver bell beating, beating," (1)
2. Why is the comparison of the *red light* of the ambulance with an *artery* appropriate? (2)
3. List three words or phrases which suggest that the ambulance is being compared to an aeroplane or bird. (3)
4. Refer to " Stretchers are laid out, the mangled lifted"
What does the word "mangled" (line 9) suggest about the accident and the people involved in it? (2)
5. Refer to line 15 and describe the crowd's reaction. Why did they react like this? (3)
6. List two things that the police did after the ambulance took the injured away. (2)
7. Consider the following lines:
One hangs lanterns on the wrecks that cling,
Empty husks of locusts, to iron poles.

Our throats were tight as tourniquets. (lines 20 – 22)

- 7.1 Name the two figures of speech contained in these lines. (1)
7.2 What happened in the accident? (Use the description from these lines to support your answer) (2)
8. Which of the following words **do not** reflect the tone of the poem? (1)
8.1 Reflective 8.2 Questioning
1.3 Curious 8.4 Admiration

ANSWERS

A. Vocabulary

2. Red 3 Bright light 4. Discharging 5. Signs 6. Lit up 7. Disfigured 8. stored 9. Rings 10 contents 11 an idea that occurs after an action 12. mentally disturbed 13 calm 14 washes out 15 lamps/ street lights
16. Hold on /clasp 17.Outer covering 18.Device for stopping flow of blood 19. Supports 20. People recovering
21. Personal 22. Awkward 23. Familiar saying 24. Serious and angry 25. Commonplace 26. Reason 27. Beyond ordinary knowledge 28. Contempt 29. Scatters 30. The final resolution 31. Convenient

C. Summary

2, 3, 1, 5, 4

The poem creates a vivid picture of the scene of a road accident. A description is given of the ambulance arriving at high speed, collecting the badly injured victims and driving off with its “terrible cargo”. The attention then shifts to all those still at the scene, stunned onlookers and practical policemen. The scene slowly returns to normality as the onlookers begin to speculate and comment on the accident, some even making grim jokes, and the traffic moves around the “wrecks”. Finally the speaker (poet) explores the uncertainties suggested by an accidental death: what in the end determines ones fate.

D. Detailed Analysis

Stanza one: Ambulance 2. Siren 3. Simile 4. Blood 5. Dramatic 6. Sharp 7. Metaphorically 8.injured

Stanza two: Mentally disturbed 2. Calm 3. Wash out 4. Metaphor 5.Dry outer coverings 6. Visualize 7.Wrapped 8. Speeding
9. Speechless 10. Illness 11. Muted 12. Commonplace

Stanza three: 1. Debate/speculation 2. Accidents 3. Rational 4.Reason/Logic 5. Convenient 6.Contempt 7. Resolution. 8.
Reflectively 9. Questioning 10. Gloomy 11. Air 12.Mood/Atmosphere

E. (15 marks)

1. Ambulance (1)
2. It is associated with blood which flows from the victims of the accident. (2)
3. Floating down / wings in / dips down (3)
4. The vehicle was destroyed. The people in the vehicle were probably seriously injured, perhaps fatally so. (2)
5. They were deeply shocked and were not behaving or thinking normally. Most likely they felt helpless in this situation. (2)
6. They removed the broken glass.
They wrote down details about the accident.
Washed away the blood with buckets of water. (2)
7. Metaphor(lines1&2) and simile(line 3) (1)
7.b Two vehicles had collided. The vehicles ended up resting against a light pole. The vehicles resting against the pole reminds the speaker of locust because of the angle of the dangle. The remains of the locust is just the external skeleton; likewise the remains of the vehicles are like empty husks with the bodies taken out. (2)
8. Admiration (1)

Appendix 4: Let me not to the marriage of true minds

William Shakespeare (SONNET 116)

Let me not to the marriage of true minds

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:
O no! it is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come:
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
If this be error and upon me proved,
I never writ, nor no man ever loved.

Things to think about:

- Did you know: statistics indicate over 20% of marriages in South Africa end in divorce?
- **What do you think** are the reasons why do so many marriages fail?
- **What do you think** are the biggest obstacles to happy marriages?

OUTLINE OF THE POEM

This poem is a sonnet. The first twelve lines are usually divided into three quatrains of verse (3 sections of 4 lines each). The last of these is followed by the concluding statement in the form of a *rhyming couplet*.

The first stanza (8 lines) generally outlines the poet's idea and/or theme for the poem. This is usually followed by the evidence of this in the second stanza (or last quatrain) followed by the message in the concluding statement.

BACKGROUND OF THE POET

Very few people who have had some form of education and can read, write and speak English, have not heard of William Shakespeare. Shakespeare is, without a doubt, the most popular dramatist and poet of the western world.

William Shakespeare was born around 1564 as the third of seven children to John and Mary Shakespeare and was raised and lived in Stratford (now Stratford-on-Avon), England. He married an older woman, Anne Hathaway and they had three children which was a small family for Shakespearean times. Shakespeare spent most of his time working and living in London. He was initially an actor which it is often felt was what led him to become a writer of plays. He died in 1616 and has 37 plays and 154 sonnets credited to him.

Paraphrase of the poem

I know that true love does not have any restrictions. Love is not real love

If it changes in any way or if it allows itself to be changed by circumstances or other forces in society or by the one who is changing:

(True) love is permanent. No matter what the problem, it does not change;

As light houses and stars guide ships, so does love guide people even though people may not understand the quality and nature of love. Love helps people to weather any storm regardless of how serious it may seem.

True love is not dependent on physical beauty; physical beauty lasts for a short while because it changes.

People often use physical beauty as entertainment (so when physical beauty is lost then there may be no love.) People are often attracted by appearances and yearn for others physically. Such attraction is not love for physical beauty fades.

Love does not change over Time; it continues to exist through Time right up until the end of the world (doomsday).

The writer declares that if the above definition of love is false and can be proved against him, then he has not written anything nor has any man truly loved. This is how certain that his notion or concept of love is correct.

Sense

1. Read the paragraph below and fill in the missing words from the list given.

Souls, ravages, love, purpose, catastrophic, beauty, dependent, constant

The poet examines and defines the concept of _____. True love remains _____ through all problems and _____ impediments. It is a guide to all _____, giving their lives _____. Love is not _____ on physical _____. It should withstand the _____ of time (old age and the loss of physical beauty)

2. Rearrange the following in the correct sequence and indicate the lines they refer to in the poem.

- A. Love is not a plaything of time. Kings used to keep fools for their amusement. Love is not a form of amusement or entertainment. Even though the body may change (through Time the reaper) if it is true love, it will remain constant.
- B. The poet states emphatically that if he is wrong in his definition of love, then no man or woman has loved.
- C. No impediments can exist if the love between a couple is true. To emphasize the spiritual nature of love, the poet in line 1 refers to *marriage of two minds* and not bodies. If love changes and couple falls out of love, then that was not true love.
- D. In this quatrain the poet emphasizes the constancy and unchanging nature of true love. It provides a guideline in the journey of life. Just as boats in olden days used the stars for navigation purposes, a person finds his way through love. The star has associations of clarity and brightness.

Theme

The poet seeks to explain that the love between a couple will last forever if it is indeed true love. The speaker in the poem seems to believe that true love is eternal, unshakeable and unchanging. This love is not based on or dependent on beauty and youth.

How do we know this?

Let's look at the key words, many of which have to do with one of THREE categories.

Love	Time	Change
Marriage	Star	Alters
True	Time's fool	Alteration
Love	Sickle	Bends
Loved	Hours	Remover
	Weeks	Remove
		Compass

Intention: The speaker wants the reader to understand the real nature and meaning of love since many people are not constant in their love.

Tone and Mood: The tone of this poem is serious and formal. The mood is also a little sad. It sounds as if the speaker is bitter, or has had some personal experience of the fickle nature of human beings. One only has to think of how quickly people break engagements, get divorced, break-up homes, and sever friendships to appreciate how true this is.

Literary Devices

See if you can find examples of the following in the poem:

Personification Assonance Metaphor Simile Onomatopoeia

Activities / Questions

1. Refer to: "..marriage of true minds". Does it mean :
 1. Wedding ceremony
 2. Spiritual union
 3. Two people in love
2. Love does not change when circumstances change. Quote the line from the octet which suggests this meaning
3. Does love "bend with the remover to remove"?

4. Refer to: "Oh no! it is an ever – fixed mark,
That looks on tempests and is never shaken."

Explain these lines in your own words.

6. Refer to: "It is the star to every wand' ring bark,
Whose worth's unknown, although his height be taken".

- a. What is a "wand' ring bark"? _____
- b. What is the relationship of the star to the "wand' ring bark"?

- c. For what is the star's "height taken"?

7. Refer to: "Love's not Time's fool, through rosy lips and cheeks
Within his bending sickle's compass co

- i. What is meant by "Time's fool"?

- ii. What do "rosy lips and cheeks" signify?

- iii. What is meant by "within his bending sickles compass come"?

8. The poet speaks about a "marriage of true minds". Is he actually referring to marriage at all or does he have something else in mind? Discuss.

a. _____

What does one mean when one speaks about "impediments" to a marriage?

b. _____

9. Would you agree that "love is not love which alters when it alteration finds, or bends with the remover to remove"? Justify your answer.

10. Are the nautical images (storms, lighthouses, stars) valid as images of love? Explain

11. Refer to: "Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom."

i. Explain the image that the poet is using here.

ii. Comment on the image "edge of doom."

12. In our modern age of quick marriages and sometimes quicker divorces, why would you think this sonnet is an important one to read?

Activity from Examination

Complete the following sentence by using the words in the list below.

1.1(a)–1.1(c)

separation; accept; union; resist; deny; parting;

This poem refers to love as a (a) ... of two people who should (b) ... anything that threatens to destroy it. (2)

1.2 Give a reason why the speaker uses the word 'minds' (line 1) instead of 'persons'. (2)

1.3 Refer to lines 2–3: 'Love is not love ... it alteration finds'. Explain how love can 'alter' according to the speaker. State TWO points. (2)

1.4 Refer to line 5: 'O, no, it is an ever-fixèd mark'

(a) Choose the correct answer to complete the following sentence.

The above line suggests that love is ...

A romantic.

B frightening.

C indestructible.

D appealing.

(1)

(b) Give a reason for your choice in QUESTION 1.4(a). (1)

(c) Identify the speaker's tone in line 5. (1)

- 1.5 What image does the speaker convey about love in line 7 by calling it 'the star to every wand'ring bark'? (2)
- 1.6 Quote no more than FOUR consecutive words from the poem to prove that the following statement is FALSE: (1)
- 1.6.1 Beauty fades with age and this has an impact on any relationship. (1)
- 1.7 Refer to lines 13–14: 'If this be ... man ever loved.'
Explain the meaning of these two lines. (2)
- 1.7 Do you agree that the speaker is idealistic and not realistic about love in this poem? (3)
- 1.8 Discuss your view. (3)

APPENDIX 5: DEATH BE NOT PROUD (JOHN DONNE)

Things to think about:

Did you know:

- The average lifespan of a South African is 51?
- **What do you think** are the reasons why people die early?
- **Why do you think** people fear death?

Death be not proud John Donne

Death be not proud, though some have called thee
Mighty and dreadful, for, thou art not so,
For, those, whom thou think'st, thou dost overthrow,
Die not, poor Death, nor yet canst thou kill me.
From rest and sleep, which but thy pictures be,
Much pleasure, then from thee, much more must flow,
And soonest our best men with thee do go,
Rest of their bones, and soules delivery.
Thou art slave to Fate, Chance, kings, and desperate men,
And dost with poison, war and sickness dwell,
And poppy, or charms can make us sleep as well,
And better than thy stroke; why swell'st thou then;
One short sleep past, we wake eternally,
And death shall be no more; Death, thou shalt die.

Outline of the poem

Try to write your own summary of the poem.

- Now compare your summary to the one below.
- After doing this *match the lines of the text with the summary*.

The speaker talks to or addresses Death directly. (The literary device used here is an apostrophe – he apostrophizes death) He boldly tells death that it should not feel proud even though he has been called him Mighty and Powerful. He implies that death is not mighty and powerful. Therefore, these names are incorrect, as death does not actually cause people to cease living.

When people apparently die, they actually continue to live in heaven. Death is just a pleasant rest very much like sleep. Since we find great pleasure in sleep, then death must be more pleasurable since it is a deeper form of sleep. Death is supposed to be grander, and even the best of men are granted the privilege to meet him first, and to rest and free their souls. Death relies on bad company to have His way. There are other ways to enjoy a good sleep so there is no need for death to feel proud since death is

mistaken in its power. The poet ends by saying that death is just a nap before eternal life, and that as death cannot stop life. Death itself cannot exist in heaven so that will be the end of death –which means that there is no death.

The title: (Note – the speaker personifies death)

- What is the tone of the title?
- How does Death see itself?
- How should death see itself?

Structure

This poem is a sonnet. It can be divided into three four line verses (quatrains) and a concluding couplet.

Quatrain 1: Serves to establish the theme. Those touched by death do not truly die. This statement/idea exists as a result of the Christian concept of faith in the resurrection of Jesus (life after death) and immortality (an after-life).

Quatrain 2: considers sleep and death as related because sleep is an image of death and *vice versa*. This promotes the notion that sleep is pleasant. Therefore death which is a stronger, more eternal form of sleep, should only be more pleasant than sleep.

Quatrain 3: The poet mocks death, almost belittling death which is usually portrayed with respect and awe.

Couplet: The poet concludes that Death does not have any real power.

Intention: the poet wants to remove the fear of death.

- **Do you think that the poet successful in doing so? Explain**

In religion, the Bible records in 1 Corinthians xv26,54: *“The last enemy that shall be destroyed is death... Death is swallowed up in victory.”*

Vocabulary

Pictures: in the sense in which this word is used in the poem, it refers to images or likenesses, so what the poet is actually saying then is that sleep and death appear similar. **Can you give some examples which explain this?**

Soul’s delivery: This is a religious image which refers to the concept that when one dies, only one’s earthly or physical body dies, while one’s soul or spirit is released from its earthbound prison and is delivered to eternal life.

Fate: this refers to that which is predestined, or pre-ordained. Many people believe that we, as individuals are incapable of changing our fate or destiny.

Chance: by contrast this is the opportunity or the uncertain element in our lives, the roll of the dice and can refer to any unplanned, unpredicted event.

Poppy: In this context, this refers to opium, a drug made from poppies which causes lethargy, inactivity and sleep.

Stroke: This refers to the death-stroke or the fact that death strikes all of us at some stage.

Match Column A with the correct meaning closest to it in column B

	Column A	Column B
1	Proud	destination
2	Dreadful	magic
3	overthrow,	reside

4	Delivery	reckless
5	Slave	grow bigger
6	Fate	subservient
7	Desperate	forever
8	Dost	use of
9	Dwell	destiny
10	Poppy	narcotic plant
11	Charms	cause downfall
12	Stroke	causing fear
13	swell'st	action
14	eternally,	arrogant

1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____
9. _____ 10. _____ 11. _____
12. _____ 13. _____ 14. _____

Paraphrasing the poem

The poet writes this poem as though he is addressing Death directly.

Do you agree with the rewriting of the lines or are there any lines you interpret differently?

Death, you cannot be proud just because some people have called you mighty and dreadful.

The ones you think you have killed have not died (and so you are mistaken that you have the power to kill – poor death). Nor can you kill me.

When someone rests or sleeps, then the person looks as though he is dead. Sleep is only an image of you. The images of death (sleep) give lot of pleasure to us, so when you come, then more pleasure should flow from you.

You take our best men sooner than others. But you cannot take their souls. You separate the soul from the body and deliver their souls to heaven.

You are the instrument of fate, accidents, kings and thieves or suicidal people and you are enslaved by poison, war and sickness as well. You are therefore controlled by others or circumstances and you are not your own master (You are but a slave)

Drugs (poppy and charms) can also make us go into deep death like sleep. Then, why do you think you are better than these. In effect they are better than you.

After one short sleep we will awake forever and there shall be no more death. At this point you, Death, will cease to exist. In other words, in the world beyond, you will have no power and therefore you will die.

Theme

The theme here is that belief, or religious belief can conquer Death. The last line which indicates that Death will die implies that, safe in the belief that Death is not a permanent condition and holds sway only over the earthly body, there is no real Death. Death is merely a form of sleep before the afterlife or rise to heaven.

Tone and Mood

True or False?

1. John Donne

- is challenging death?
- is afraid of dying?
- Believes death is powerful?
- Death and sleep are the same thing?

2. In the first four lines

- he mocks death
- warns death not to be proud
- admits that death can kill him
- is afraid of death

3. Donne thinks:

- death only takes the best people
- after death we are free
- rest and sleep are pictures of death
- people are afraid of death.

4. According to Donne:

- death is a slave
- death is a long sleep
- we live forever
- death is mighty and powerful.

Appendix 6: On His Blindness (John Milton)

- **Disabilities** is an umbrella term, covering impairments, activity limitations, and participation restrictions.
- **What do you think?** Are people with disabilities accepted by society?
- **What do you think** are the biggest challenges faced by those with some form of physical disability?

On his blindness

When I consider how my light is spent
Ere half my days in this dark world and wide
And that one talent which is death to hide
Lodged with me useless, though my soul more bent
To serve therewith my Maker, and present
My true account, lest he returning chide;
"Doth God exact day labor, light denied?"
I fondly ask. But Patience, to prevent
That murmur, soon replies, "God doth not need
Either man's work or his own gifts. Who best
Bear his mild yoke, they serve him best. His state
Is kingly; thousands at his bidding speed,
And post o'er land and ocean without rest;
They also serve who only stand and wait.

Outline and structure of the poem

This sonnet has 14 lines but does not end with a rhyming couplet, but makes use of the rhyme scheme abba/abba/cdecde. The poem is divided into two rhyming quatrains (the abba and abba)- these two quatrains form the **octet**, followed by a **sestet**. The octet presents an argument or theory and the second develops it.

Christian faith holds that, rather than being an obstacle to his fulfilment of God's work, the disability will become a part of the work itself.

As a devout Christian, who once intended becoming a priest, Milton regarded his ability to write great poetry as a God-given gift which he was intended to use in service to God. His fear concerning his blindness was that he would no longer be able to apply his skills in God's service. He also believed, however, that his admission to heaven would depend upon how well he had used his God-given talents, and that his blindness could thus affect his entry into heaven.

Some of the religious meaning is to be found in an allusion in lines three to six to the Parable of the Talents (a unit of currency in ancient Biblical times). This is the story of an employer who, as he is going away for a while, gives three servants money in proportion to their potential to increase its value. He gives the first servant five talents of silver, the second one two talents and the third servant one talent. When he returns he calls the servants to account. While the first servant reports doubling his income, as does the second, the third has only buried his in the ground. The employer calls him lazy and evicts him, giving his talent to the man who made ten. There is a play here on the word talent (the meaning of currency or value as per the Biblical reference and the modern interpretation of skill).

Further religious references hinge on the use of the words 'light' and 'dark'. These do not only apply literally to blindness and sight, or actual vision, but also to heaven and hell, being good or evil, saved or cursed.

Vocabulary and Notes

Ere : before

Ere half my days: Before half my life is over. Milton was completely blind by 1652, the year he turned 44.

Lodged with me: inside me; his eyes are lodged in him useless.

Useless: unused

Therewith: by means of (using that talent)

Account: record of deeds done/service rendered/value or worth

Chide: scold/reprimand

Exact: demand/require

Yoke: a burden/ a workload

Bidding: his order/instruction

Post: travel

light is spent: This clause presents a double meaning: (a) how I spend my days, (b) how it is that my sight is used up.

exact: Demand, require

fondly: Foolishly, unwisely

Patience: Milton personifies patience, capitalizing it and having it speak.

God . . . gifts: God is sufficient unto Himself. He requires nothing outside of Himself to exist and be happy.

Paraphrasing

Now try to paraphrase at least the presentation of the argument in the first eight lines.

The last sestet should then look something like this:

Patience replies that God does not need man's labour or his gifts, and that whoever is best able to manage the light workload that they are given serves Him best. God is Almighty and has thousands available at his service, travelling the world ceaselessly, but He will also reward those who are patient and humble and accepting of their lot and merely wait on his command.

Questions and Activities

Using the information give so far, try writing your own paraphrase of this poem.

Theme

Milton feels not only that he has lost his sight, but also his one ability to shine, to labour, because he initially believes that, being blind, he will not be able to write poetry any longer. He feels cast into darkness both literally and figuratively.

Serving God is his greatest concern as a result of his blindness. Now that he is 'useless', as he initially believes, how will he serve God as he is required to, how will he create value from his talent and provide God with active labour?

People serve the Lord in different ways, and that it is his lot to remain patient and see how best his situation will work out according to God's will and plan.

Intention: To resolve the deep spiritual conflict that torments him.

Tone and Mood

The tone is sombre and measured.

The mood is never anguished or desperate, and ends on a positive note. Milton is resigned, rather than optimistic. He submits, rather than rejoices. His argument has been a means which he has used to get his own mind to accept and adapt to his physical condition and what it means to him as a Christian and a poet.

Literary Devices

Can you identify an example of personification?

There are many examples of imagery in this poem -we will highlight a few.

Contrast: There is a juxtaposition of the light and darkness both in words which you can find in the poem and in the tone in the first and second stanza. The first octet is dark while the sestet which follows is lighter than what went before. In the beginning there is fear, doubt and darkness, and by the end, there is at least acceptance and resignation.

Paradox is evident in the line: *They also serve who stand and wait*. This implies that inaction (standing and waiting) is action (service).

Alliteration: *in this dark world and wild*

Who **best** bear his mild yoke, they serve him **best**.

(Personification) But **P**atience to **p**revent

Doth God exact day labour, light denied?

Assonance: Also note here the long ay sounds prior to the alliteration d-ay l-ay-bour.

Examples of Figures of Speech

Metaphor:

Lodged with me useless *though my soul more bent*. : The author compares his sightless eyes to a lodger. Just as a lodger is not really a part of a family, so, too, are his eyes. They are like lodgers in his eye socket. So, too, is his talent to write lodged in him useless. Writing is dependent on sight or light.

Personification/Metaphor: *But Patience, to prevent / That murmur, soon replies . . .* (lines 8-9).

Paradox: *They also serve who only stand and wait.*

Questions and activities

Try to answer the following questions which should help you reflect on the meaning of the poem.

1. Refer to: "When I consider how my light is spent
Ere half my days, in this dark world and wide."

a. Comment on the words "how my light is spent".

b. What is meant by, "in this dark world and wide"?

2. Refer to: "And that one Talent which is death to hide / Lodged with me useless."

2.a What is the "Talent" that the writer refers to? (4)

2b What does Milton mean by "Talent" when he refers to his poetry?

2c Why should the Talent be "death to hide"?

2. Refer to: "Doth God exact day-labour, light denied, / I fondly ask."

3.a What is the meaning of "fondly" in the context of the poem? _____

3.b Explain in your own words why Milton was troubled about the fact that he had gone blind.

Appendix 7: Teaching Short Stories

Appendix 7.1 THE LUNCHEON (SOMERSET MAUGHAM)

Activity 1: Pre-reading questions for you to consider

- Name some of the popular restaurants or fast food outlets where you live.

- When do people go to expensive restaurants? _____

- When do people want revenge? _____

Activity 2: Read the story and fill in the blanks.

Twenty years memory foyer flashback lady pay

expression revenge eating does nervous

The story is triggered off by a 1 _____ that brings back what has happened about

2 _____ ago. The writer is greeted by a lady in the 3. _____ of a theatre. As she makes her way over to him, he recalls the last time he met this 4. _____. Much of this story is therefore a 5. _____ of this meeting. The suspense builds up gradually as the story develops. The man gets increasingly 6. _____. The constant repetition of the 7 _____ 'I never eat more than one thing', emphasizes the conflict between what she says and what she actually 8. _____. The writer's problem soon becomes how to 9 _____ for the bill for he believes that at the rate his companion was 10. _____, he may not have enough money to cover the bill. The story builds up gradually and systematically to a climax. The writer just about manages to pay the bill but feels that he has now got his 11. _____ when he sees this lady.

Activity 3 Setting: In the foyer of a theatre.

Pick out words and phrases that suggest where the narrator met the lady previously.

Activity 4 Time:

During the interval the narrator recalls an incident that happened twenty years previously when he was a young up-and-coming writer.

- How have the narrator and the lady changed since they last met?

Activity 5 Theme/s:

Read the information below and answer the question that follows

Appearance and reality: The narrator expects his date to be a beautiful young woman. He looks forward to meeting this lady but is disappointed initially because she was older than he had imagined and by her greed. While saying otherwise, she has a hearty appetite and does not think about the cost to the writer as she wades through the menu.

The writer describes the incident in an ironical way. (I do not eat too much etc.) The irony concealed in her speeches helps to develop the main theme. These ironies make 'Luncheon' a humorous story.

Revenge : Revenge can also be regarded as a theme though the writer himself is not instrumental in obtaining revenge. The revenge he gets is that the lie that the lady has been living has caught up with her. Her size tells the truth about her greed.

Pride can also be regarded as a theme.

Question: Which theme do you think is the dominant one in this story? Give reasons

Literary device: Irony

Note: Irony implies having two meanings. There is a surface or literal meaning and a hidden meaning. The hidden meaning is opposite of the surface meaning.

It is important to understand how irony is used by the writer in his description of the woman.

I only eat one thing: she in fact eats many things

Luncheon is a light meal. However the meal is not at all light. The irony becomes evident as you study the characterisation of the lady.

- Find an example of irony. Explain the irony in the example you have identified.

Activity 6 Characterization

The Lady

Study the extracts below and answer the questions set on it.

- "She was not so young as I expected and in appearance imposing rather than attractive. She was, in fact, a woman of forty (a charming age, but not one that excites a sudden and devastating passion at first sight), and she gave me the impression of having more teeth, white and large and even, than were necessary for any practical purpose.
- She was talkative, but since she seemed inclined to talk about me I was prepared to be an attentive listener.
- "I watched the abandoned woman thrust the asparagus down her throat in voluptuous mouthfuls and in my polite way discoursed on the condition of the drama in the Balkans."

1. Describe the type of lady the writer was expecting to meet? How old is his luncheon date? Why does he describe her teeth? What is he suggesting about her?

2. What is the writer suggesting about the appearance of the lady and her behaviour when he makes the following statements?

- "not one that excites a sudden and devastating passion at first sight."
- She was talkative
- "I never eat anything for luncheon"
- "I watched the abandoned woman thrust the asparagus down her throat"
- in voluptuous mouthfuls

The narrator

3. What do these statements tell you about the narrator?
- "Foyot's was so far beyond my means that I had never even thought of going there".
 - "I was flattered, and I was too young to have learned to say "no" to a woman".

Activity 7 Plot task

Put the events into correct order:

1. She gave me her last kind advice how to improve my eating habits.
2. When I saw her in the theatre after many years, I could hardly recognize her.
3. Twenty years ago I lived in Paris and earned just enough money to get by.
4. I was worried that I would not be able to pay the bill.
5. "I never eat anything for luncheon."
6. I ordered a mutton chop for myself.
7. She had read a book of mine.
8. She ordered asparagus.
9. I invited her to a famous and expensive restaurant.
10. I didn't have dinner for the rest of the month.

Correct order

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Activity 9 Answer these questions:

1. How did the lady know the narrator?

2. What was the financial position of the narrator when he met the lady the first time?

3. What did the lady eat for lunch? _____
4. Why did the narrator choose mutton chops only? _____

5. Comment on the lady's remark, "I never eat anything for luncheon." _____

6. How did the narrator feel when his guest ordered one after the other costly food items?

7. The narrator says--"Then a terrible thing happened." What was the terrible thing and why is that described as terrible?
(Read the section of the story before answering the question).

8. How did the narrator have his revenge? _____

9. At the end of the luncheon what is it that the author loses and what does this lady friend lose ultimately?

Activity 9: Answer the following question (Question from Nov 2014 exam paper)

[The Luncheon is almost over]

Then a terrible thing happened. While we were waiting for the coffee the head waiter, with an ingratiating smile on his false face, came up to us bearing large basket full of huge peaches. They had the blush of an innocent girl; they had the rich tone of an Italian landscape. But surely peaches were not in season then? Lord knew what they cost. I knew too – a little later, for my guest, going on with her conversation, absentmindedly took one.

'You see, you've filled your stomach with a lot of meat' – my one miserable little chop – 'and you can't eat any more. But I've just had a snack and I shall enjoy a peach.'

The bill came, and when I paid it I found that I had only enough for a quite inadequate tip. Her eyes rested for an instant on the three francs I left for the waiter and I knew that she thought me mean. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

'Follow my example,' she said as we shook hands, 'and never eat more than one thing for luncheon.'

'I'll do better than that,' I retorted. 'I'll eat nothing for dinner tonight.'

'Humorist!' she cried gaily, jumping into a cab. 'You're quite a humorist!'

But I have had my revenge at last.

Pre-reading questions for you to consider

- Why do people lose track of their family members?

- Will realizing that someone is your relative change the way in which you behave towards that person? Give reasons for your answer.

SUMMARY

A young man who is an aspiring writer goes to where his ancestors come from, to collect material for a novel. He narrates this story which is an outcome of this trip. On the train on the return journey to home, he discovers that two of the fellow passengers are his distant cousins. These relatives of his are juvenile delinquents who are on a weekend pass to attend their brother’s funeral.

SETTING: A train compartment from Cape Town to Johannesburg.

The Story for the purposes of studying the story, it will be divided into four sections.

Section 1: The start of the Journey

Read: *When I was twenty one in my novel* (6 paragraphs)

Lead question:

- Why does the writer travel to Carnarvon?

The narrator tells of his ambition to be a writer. He thinks he showed get inspiration for his novel from learning about his past and his extended family

Vocabulary:

Study the meaning of the words mentioned below and then read the text, ensuring that you understand the meaning of these words in context.

Match Column A with Column B

	Column A		Column B
1	saga		an account of a matter or event from a certain point of view
2	roots		youthful and immature
3	version		unrestrained or uncontrolled behavior
4	brooding		a heroic descriptive narrative
5	juvenile		the act of retaliating for wrong or injury received
6	delinquents		origins
7	rampant		young people guilty of offences of a minor nature
8	revenge		pointlessness, having no purpose
9	futility		to think about persistently

Answer the plot questions on this section

1. Which phrase or clause in paragraph one tells you of his intention? _____

2. Why does he go to Carnarvon? _____

3. Does he feel inspired to write a story after his stay with his relatives? Quote to support your answer?

Character

1. What do we learn about the narrator? Quote the sentence or phrase that suggests this.

Section 2: Fellow Passengers
The passenger's story on his previous trip.

Read: When the train slithered out ... for their amusement anyway

- In the cabin there are two sets of passengers excluding the narrator.
- The one group of men is friendly
- The writer tells them the story of a passenger on the trip to Cape Town.

Plot Questions

2. Describe the two different groups of passengers. _____

3. What story does the narrator tell the passengers? How do they respond? _____

4. What surprise does he get? _____

Vocabulary: find the meanings of the following words which appear in the text.

Slithered Exuberant Inane arguments Supercilious Trio Huddled

Character Descriptions:

The following words and phrases have been uses to describe the two Juveniles

Not as friendly *huddled* *muttering in under tones*
casting sidelong glances *dark brooding eyes* *have khaki shirts and pants* *short hair*

5. What do these words and phrases tell you about these two youngsters?

6. What does the narrator think about the juveniles? _____

7. How does he feel when he is left alone with them? _____

Section 3 Two surprises for the narrator

Read: But then my journey took an unexpected turn ... my appetite had returned

The narrator is terrified that he is alone with the juveniles. The juveniles suddenly seem more menacing, their behaviour is transformed from being sullen to loud and their speech hints of their violent background.

Plot questions

- 11. What is the first unexpected event that takes place? _____

- 12. How do we know that the narrator is terrified? Quote from the text to support your answer.

- 13. What does 'took an unexpected turn' mean? Explain what this "turn" was? _____
- 14. Both have terrible and frightening plans to kill their brother's killer. Whose plan seems worse - the younger or older brother? _____
- 15. Why doesn't the writer order a meal? _____
- 16. Does he in fact have dinner? _____
- 17. What is the writer's second surprise? _____

Section 4 A violent ending (I had forgotten – three years ago)

After the trip, the narrator forgets about the boys until much later. He reads an article in the newspaper which mentions their death.

Vocabulary: find the meanings of the following words which appear in the text.

chance encounter rampant adjacent cross fire

Writing task

Refer to the following passage and then answer the questions below:

Read: *I had forgottentwenty one.*

- Who are the two delinquent relatives? _____
- Why does he remember them now? _____
- Quote the words which indicate when he first met them. _____
- Quote the words that refer to a big battle. _____
- Explain the following phrases
Revenge killings: _____
Caught in the cross fire: _____
- What happens to the two juvenile delinquents them eventually? _____
- Was he surprised at this turn of events? Give a reason for your answer. _____

Characters: What have you learnt about the following characters? Give two points

Narrator: _____

The two relatives (Juvenile delinquents)

The Plot.

Fill in the events in the empty blocks

Introduction:	The writer travels from Carnarvon to Johannesburg
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Development	There are five passengers in the same compartment as the narrator.
	The three men are friendly.
	The writer tells the passengers a story about his previous trip
	In this story his fellow passenger introduces himself as a dangerous murderer.
	Now the friendly passengers get off the train.
	He is terrified since he realises that they are inmates in a reformatory
	They are on the way to their brothers funeral, their brother was murdered

Conclusion:	
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Activity 1 Pre Reading questions

- What are some of the dangers associated with travel by train?

- In which areas is travelling by train common in South Africa? Why is this so? _____

SETTING: on a train from Dube Station to Johannesburg.

Activity 2: Read the following extracts and answer the questions set on them.

- 1 “Two or three yards away, a door had broken and repaired with masonite so that it would be an opening door no more.”

Re-write this description in your own words. _____

- 2 “The Dube station with the prospect of congested trains, filled with sour-smelling humanity...”

Describe the atmosphere at the station. _____

The Story: *For the purpose of reading the story closely, it will be divided into four sections.*

Section 1: “The morning was too cold ... She sat next to me.”

Section 2: “The Train slid sway of the train.”

Section 3: “Lord, you call yourself men..... defilement and a defiance.”

Section 4: “Hela, you street urchin fight for their lives” (to end of story.)

Section 1: THE MONDAY MORNING COMMUTERS

Activity 3: Vocabulary Match the meanings give in Column B with the word/s (Column A)

COLUMN A	COLUMN B
despairing	harmful; deliberately trying to cause harm
flukes	dull and lifeless
leaden, lacklustre (plat form)	overcrowded
nefarious	saucy, impudent, or forward
pert	evil, wicked
congested	an accidental stroke of luck
malevolence	giving up hope

Activity 4

Read this section and then answer the questions: *“The morning was too cold ... She sat next to me.”*

- Describe the carriage _____

- Describe the passengers _____

The narrator was travelling to Dube station in the third class carriage. Seated apposite him was a huge man singing under his breath “his hugeness was obtrusive to the sight, he looked like a kind of genie. His neck was thick and corded. The enormous chest was a live barrel...” Passengers looked ‘Monday bleared’. The girl – who sat next to narrator – was petite, pert, arrogant, live (unlike the other passengers)

Section 2: THE ACTIONS OF THE TSOTSI_ *(The Train slid sway of the train)*

Activity 5 Vocabulary

	COLUMN A	COLUMN B
1	shoving savagery	to cry, sob, or whine softly intermittently
2	grim anticipation	pushing one another roughly
3	nonchalantly	casually unconcerned or indifferent, uninvolved
4	whimpered	to rush violently
5	stridency	having or making a loud or harsh sound
6	intrigue	animal –like behaviour
7	caveman lover	expecting something unpleasant to happen
8	hurtling	secret
9	reeled	moved unsteadily

Activity 6

Read this section: *The Train slid sway of the train* and answer the following questions.

- How does the Tsotsi’s presence affect the other passengers? _____

- Pick out phrases which indicate the fear he strikes in others. _____

Section 3: The defiant lady : *Lord, you call yourself men..... defilement and a defiance*

Activity 7: Match the meanings give in Column B with the word/s (Column A)

	COLUMN A	COLUMN B
	spitfire tirade	fools or idiots; a base coward
	wincing	being vulgar and offensive
	defilement	expression of pain
	poltroons	strong and aggressive outpouring of words

Activity 8: Read this section and answer these questions:

5. What did the lady say to the passengers? _____

6. How did her words affect the Tsotsi and the passengers? _____

Section 4: THE FIGHT! “Hela, you street urchin fight for their lives (to end of story.)

Activity 9 Match the meanings give in Column B with the word/s (Column A)

premature	enjoying
clamour	to shock people into action
galvanise	before the right or normal time
relishing	a loud noise
berserk	frenziedly violent or destructive
evil leer	capable of being physically or emotionally wounded or hurt
vulnerable	a loud unpleasant mixture of sounds
cacophony	wicked or evil way of looking at the girl.

Activity 10 Read this section and answer the questions.

- Describe the fight that takes place

- What do you think prompted the big man to assist the girl?

Activity 11 THE PLOT : Fill in the events that are missing the outline below.

Introduction 1 The writer boards the train at Dube Station on a Monday morning

Development 2 The writer sits opposite a big man

A girl gets on and sits next to the writer

4. _____
5. At New Canada, the tsotsi won't let the girl get off
6. _____
7. The girl tries to escape
8. A woman shouts at the men for doing nothing to help the girl.
9. _____
10. The big man shouts at the tsotsi for swearing at an older woman.
11. _____
12. _____
13. The passengers are stunned and shocked.
14. _____
15. _____

Conclusion

3.

Activity 12

The Characters

1. Describe the Big Man using the following quotes as a guide.

“his chin was stubbled with crisp, little black barbs.” “His neck was thick and corded.”

2. Describe the girl using the following quotes as a guide.

“A mere child” “juvenile in structure” “pert, arrogant, live”

3. Describe the Tsotsi using the following quotes as a guide.

“He swaggered towards us”

“The tsotsi snarled”

“Our caveman lover”

“He gave her a vicious slap”

“Like an instinctual beast”

Activity 13

Writer’s feelings:

“But then on all Monday mornings, I feel rotten and shivering, with a clogged feeling in the chest and a nauseous churning in the stomach.”

- Describe the narrator’s feelings on that Monday morning with reference to the quotation
-
-
-

Activity 14

(Previous exam paper)

Answer the questions set on the following passage it. ‘Lord, you call yourself men, you poltroons! You let a small ruffian insult you. Fancy, he grabs at a girl in front of you might be your daughter this thing with the manner of a pig! If there were real men here, they’d pull his pants off and give him such a leathering he’d never sit down for a week. But, no, you let him do this here, tonight you’ll let him do it in your homes. And all you do is whimper. “The children of today have never no respect!”

‘Sies!’

The men winced. They said nothing, merely looked around at each other in shy embarrassment. But those barbed words had brought the little thug to a stop. He turned around, scowled at the woman, and with cold calculation cursed her anatomically, twisting his lips to give the word the full measure of its horror.

It was like the son of Ham finding a word for his awful discovery. It was like an impression that shuddered the throne of God Almighty. It was both a defilement and a defiance.

‘Hela, you street urchin, that woman is your mother’ came the shrill voice of the big hulk of a man, who had all the time all the time been sitting quietly opposite me, humming his little township ditty.

Now he moved towards where the tsotsi stood rooted.

There was menace in every swing of his movement, and the half-mumbled tune of his song sounded like under-breath cursing for all its calmness. The carriage froze into silence. Suddenly, the woman shrieked and men scampered on to seats. The tsotsi had drawn a sheath knife, and he faced the big man.

QUESTIONS ON PASSAGE ON THE LUNCHEON

Complete the following sentences by filling in the missing words. Write only the word next to the question number

1.1 The short story is set in the city of (a) ... The narrator meets his guest in (b) ..., a very expensive restaurant. As he earns very little money as a (c) ..., he is broke when he returns to his apartment overlooking the (d) ...

(4)

1.2 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.2)

The words 'false face' in line 2 mean the narrator sees the waiter as ...

A unreliable.

B inconsiderate.

C helpful.

D insincere.

(1)

1.3 Refer to line 3 ('They had the ... an innocent girl').

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

(1)

(b)

Explain why the writer has used this figure of speech.

(2)

1.4 Name any TWO other items the woman orders before taking the peach. (2)

1.5 Explain how in this extract, the man and the woman are shown to be different in character. (2)

1.6 Explain what is meant by the last sentence of the extract, 'But I have had my revenge at last'. (2)

1.7 Do you sympathise with the narrator when he is having lunch with his guest? Discuss your view.

(3)

Questions on Dube Train

1. What does the word "poltroons" mean? In line 1 (1) _____

2. Who was the ruffian and what did he do? (2) _____

3. Why did the woman insult the men in the train? (2) _____

4. How did the men react to the woman's insults? Illustrate from the passage. (3)

How did the ruffian react to the woman? (1)

5. "cold calculation" is an example of (a) simile (b) metaphor (c) alliteration (1) _____

6. Who is an "urchin" (1) _____

7. How do you know that this man was very angry and aggressive? (1)

8. What did the ruffian do when the man insulted him? (2) _____

9. Which words in the extracts illustrate the "barbed" words? (2)

10. Explain what is meant by "The carriage froze into silence." (2)

11. What is a common term for "sheath knife"? (1)

APPENDIX 8: DRAMA NOTHING BUT THE TRUTH

Activity One

Match the words listed in column A with the meanings listed under column B

	COLUMN A		COLUMN B
1	Amnesty	A	To see an event happening
2	Detainees	B	Repeated loss of memory over a period of time
3	Documents	C	An act of opposition sometimes using violence
4	Duty free	D	People who have been forced officially to stay in a place
5	Exiles	E	Goods bought at a special place on which there is no govt. tax
6	Hearings	F	Giving or sharing what you have with others
7	Keep close tabs	G	To live or exist longer than someone
8	Outlive	H	The killing of many people or animals often cruelly or unfairly
9	Periodic amnesia	I	An official meeting that is held to gather facts about an event or problem
10	Perspective	J	Sent away or kept away from one's own country
11	Punishment	K	A particular way of considering something
12	Reconciliation	L	Act of punishing someone or of being punished
13	Slaughtered	M	Official pardon granted by State especially to people being punished for political offences
14	Ubuntu	N	Keep an eye over a person or event
15	Uprising	O	Set of papers with written or printed information especially of an official type
16	Witness	P	Process of making two people or groups of people friendly again after they have argued

Activity two

State whether the following definitions are True or False. Change the false definitions to true definitions.

- 2.1 **Amnesia** is inability to remember.
- 2.2 **Anticipate** is not being able to predict.
- 2.3 **Disclosed** is to make something known publicly.
- 2.4 **Exposing** is to keep things hidden.
- 2.5 **Illustrious** means infamous or not of a very high quality.
- 2.6 **Passing phase** is a feeling or activity that lasts just a short period of time and not worth taking seriously.
- 2.7 **Pointless** means having no purpose; a waste of time doing the activity
- 2.6 **Procedure** is when actions are performed haphazardly.

Activity three:

Identify words you are not familiar with and find out their meaning.

Outline of *Nothing but the Truth*

Nothing But the Truth is set in the new South Africa. Apartheid has ended and now a black man can be free to develop according to talents and merit. However, Sipho soon learns that even though one does not have to suffer racial prejudice there are other forms of prejudice affecting the lives of the black man. He is old, approaching retirement and this becomes a reason for him not to become the new chief librarian. He has experienced racial prejudice in his youth and now age discrimination in his later years. Sipho is a highly skilled librarian. He has lived respectably and made many sacrifices for his family. He progressed in his job as a librarian, rising to the position of deputy chief librarian. Now the library has decided it is time to have a black man fill the post of library director. He counts on being chosen only to lose out to a younger man.

Sipho, like many other blacks, had marched to protest apartheid. However it was Themba, his younger brother, who was recognised for his contribution to the struggle. Themba had always been in the forefront, whether it was enjoying his father's affection or recognition from the leaders of the struggle. He seemed to have had the knack of rising to the top even though he did not make the sacrifices of Sipho. Themba became a prominent voice of the revolution, and lived in exile in England. Themba dies in England and the play opens with Sipho awaiting the arrival of his brother's daughter with his body. The brothers have not been in contact for over twenty years.

Sipho lives Thando, his daughter in a small modest house. Thando is a school teacher who is working as a translator for the Truth and Reconciliation Commission. She is a modest but independent young woman. It is obvious to the audience that Sipho was jealous of his brother as he tells Thando of him. He describes all the times he was hurt by his brother from the day their father insisted young Sipho give up a wire bus he had spent four days constructing, only to have his brother destroy it, to the years Sipho spent working, at their father's behest, foregoing the college education he craved so that his brother would have all the opportunities. However, being a strong traditionalist, Sipho wants to give his brother a burial according to tradition and performing all rituals. Sipho is a very proper man.

Mandisa, the niece born in London brings her father's ashes in a marble jar. Sipho is horrified. He is beside himself because his brother has been cremated and vents his anger on her. Cremation is foreign to their culture and his brother has been cremated. He becomes outraged by the manner in which his brother has been treated, and by the very obvious disrespect for traditions. Mandisa, who has not met her family before, has decided had provisionally booked herself into a hotel. She hoped to meet with fashion designers since she herself is a designer having aspirations to become a leading designer. Thando is both attracted to her bubbling cousin and aghast at her disregard for tradition and apparent lack of respect. The cousins have become drawn to each other.

Mandisa is invited to stay at the house. Thando invites her to join her at work where she can listen to the TRC in action. The TRC was formed by the government to help address the injustices of the past and allow for healing to take place. It played a vital role in the smooth transition from apartheid to democracy. Mandisa returns after a day at the hearings as a woman deeply affected and moved by the experience.

Thando, too, changes as a result of the influence of her cousin. She is more willing to confront her father and demands to know the truth about her own mother who left when Thando was eighteen months old, and about her uncle whom her father always refused to discuss, blaming his brother for the death of Thando's brother who was killed in a riot. If there was to be public truth, Thando demands her private truth as well.

The Title: *Nothing but the Truth*

When a witness appears in court, s/he takes an oath which means that whatever information is given is the truth and nothing but the truth. The title of the poem is a reference to the oath taken in court whereby the witness is bound to speak the truth and to

declare that whatever account they give is an honest and accurate recollection of the event. In this play it is not the political or criminal truths that people have to come to terms with: they have to confront personal truths.

At a climactic moment in the play, Siphso refers to the oath one normally associates with a court trial. In this instance, the secrets that he had been withholding are now going to be disclosed even though they are unpalatable to the hearers. The truth will affect all the hearers in unexpected ways. All the characters have to deal with the truth and the impact it makes on their relationships and their lives. Siphso had lived with his secrets and deceptions. He has to come to terms with his past in order to shed his burdens when his daughter and niece ask him awkward questions and are insistent that he answers them. While he is reluctant to do so initially, once he starts he decides to make a full disclosure even though the information can cause him great hurt and loss.

CHARACTERS AND CHARACTERISATION

Siphso

- Aspiring to become the chief librarian at his workplace. Expects to get the job.
- Discussion with Thando shows his strong sense of family values.
- Had a major fall out with his brother and has not had contact with him for 25 years.
- Does not talk about his brother and his wife to others.
- He is a temperate man of sober habits.
- Some conflict between his values and expectations under the new political system.
- Expected not to be judged according to his skin colour.
- Now is judged according to his age.
- Strong in his family values.
- Strong in his traditional beliefs
- Remains jealous of his younger favoured brother.
- Proud African

Questions

Which event initially gets Siphso to confront his past?

What lessons do you think he learns about himself?

Does this influence his behaviour and attitudes? If so, how?

Mandisa

- Advantaged: fortunate in having more opportunities than most.
- Alienated from the community because of her background.
- Independent
- Searching for family and needs to belong.
- Unable to maintain contact with family.
- Speaks her mind – not afraid to express her opinions.

Questions:

- Does Mandisa feel separated from her local family?
- Should she have encouraged Thando to challenge her father?

Thando

- Is conservative; shows great respect for her father.
- Deep love for her father.
- Strikes good relationship with Mandisa.

Questions

- Should she have challenged her father upon Mandisa's insistence?
- Why is she so reluctant to marry?
- Is she affected by her mother leaving her when she was 18 months old?

Themba

- Flamboyant.
- Ability to influence others. Always floats to the top wherever he is.
- Uses women.
- Remains an African at heart.

Questions

- In which way/s is Themba different from his brother?
- How different are they?
- Are they similar in any way?

Luvuyo

- A poet.
- Killed by the government agents.
- Idolized his uncle.
- Siphso was devastated by his death

Question: Is Siphso guilty of favouritism in the way he loved his children?

Mpho Teacher engaged to Thando.

SOME ACTIVITIES BASED ON THE CHARACTERS:

Activity 1

Siphso

Are the following statements strengths or weaknesses? Place each one in the appropriate column and then explain your point of view.

- Prepared to make great sacrifices for his family.
- Conscientious worker.
- Is a good leader quality.
- Keeps things bottled up.
- Has great respect for culture and tradition.
- Tries to be the best librarian.
- Does not forgive too easily.

- Is loyal to family.
- Critical of the TRC
- Is patriotic
- Does not forgive easily.
- Wants revenge

Strengths	Weaknesses	Reason
1	1..	
2.	2..	
3..	3	
4.	4.	
5.	5..	
Conclusions:		

Activity 2: (Sipho – contd)

State whether you agree or disagree with the following description of Sipho. Give reasons

Description	Agree	Disagree
Was conservative in views		
Accepts belief of white supremacy		
Respectful of authority		
Ambitious		
Religious		
Self-centred / self-centred		
Desires social acceptance		
Faithful		
Naïve and initially unquestioning		
Conclusions :		

Activity 3**Mandisa**

List her strengths and weaknesses

Strengths	Weaknesses	Evidence from text
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
6.	6.	
Conclusions: _____		

Activity 4:**Thando**

(Young unmarried Black Teacher)

Fill in the following table.

Description	Agree	Disagree
Modern		
Religious		
Disrespects authority		
Selfish		
Helpful		
Forgiving		
Friendly		
Committed teacher		
Sees herself as different.		
Hard – working		
Conclusions: _____		

THEMES

When you analyse a text for themes, look for incidents and characters' beliefs to support your views.

	Textual Reference/s
Clash of cultures	
Truth	
Family values and family loyalty	
Jealousy / sibling rivalry	
Freedom	
Revenge	
Racism / discrimination	
Traditions	
Reconciliation, forgiveness and justice	

Activity Identify the expression that is not linked to the themes listed below.

- 1 Clash of cultures is**
 - a. Conflict of tradition practices
 - b. Opposing values
 - c. Harmonious existence
 - d. Values and traditions that create disharmony and division

- 2. Trust and reconciliation is**
 - a. Disclosure of the facts and coming together
 - b. Deception and separation
 - c. Honest response that help to heal divisions
 - d. Candidness that leads to unity
- 3. Family values and family loyalty are**
 - a. Moving away from one's culture and traditions
 - b. Parental norms and adherence to these norms
 - c. Clan traditions and faith in their
 - d. Fully supporting ones customs and traditions
- 4. Jealousy incorporates**
 - a. Co-operation
 - b. Division and separation
 - b. Enviousness and suspicion
 - d. Dislike and non-co-operation.
- 5. Freedom involves**
 - a. Democracy
 - b. Being compelled or forced
 - c. Being able to act at will
 - d. Liberation, no restrictions
- 6. Revenge is**
 - a. Retaliation for wrong done
 - b. An eye for an eye
 - c. Forgiveness
 - d. To get even.
- 7. Racism / discrimination involve**
 - a. Inequality
 - b. Undemocratic practices
 - c. Equality
 - d. Separation
- 8. Traditions are**
 - a. tried and tested practices
 - b. Family values
 - c. Clan and tribal practices
 - d. Modern lifestyles

Activity

List the characters that are associated with the desire for revenge. In the case of each character describe an event or an action that highlights this theme.

Close reading and discussion of text

Through studying the texts carefully you can engage in some of the critical issues in the text. You need to explore your own ideas, emotions and feelings as you read and think about the text, the characters and action.

Identify what you consider to be important or key passages and reading excerpts. We have selected short quotes to start a discussion. What you will have to do is to explore the texts more fully using the extracts as a starting point. We have tried to identify the texts that contribute to the overall understanding of the play. You must read the whole scene so that you have a richer sense of the drama that unfolds. You should also select special extracts and rehearse reading them aloud trying to capture the speaker's tone, mood and feelings. This practice is worth doing.

Act 1 Scene 1

Outline of scene

Sipho Makhaya is awaiting the arrival of the body of his brother, Themba. Themba has died in England.

- His niece, whom he has not met as yet, is bringing the remains of his late brother.
- From his conversation with his daughter, Thando, we learn that he is hoping to be appointed as the chief librarian at his workplace.
- We also learn that his daughter, Thando, does not know much about her uncle or her own brother who is also late.
- Thando is a teacher but during her school holidays is working as a translator for the Truth and Reconciliation Committee.
- Sipho has been very secretive. He does not share much information about his wife, Themba or his late son, Luvoyo with his daughter.
- Sipho does not seem to have pleasant memories about his past.

Vocabulary:

Some new words for you. Devise a system to ensure that you assimilate the meaning of these words.

responsibility	blazer	impressed	recommend	restructuring	procedure
pointless	accompany	exiles	amnesty	perspective	outlive
witness	punishment	documents	slaughtered	anticipate	elaborate
reservation	duty free	unkempt	uprising		exposing
treatment	detainees	gig	uproot	flirt	passing
phase	double-decker (bus)				

Quotations from each scene are placed in text boxes. Read the quotes carefully and think about the following issues as you read:

- ✓ What is the speaker/s saying?
- ✓ Why do they say these words?
- ✓ When do they say these words? What has prompted them to say them?
- ✓ What do these words tell you about the speaker and his/her feelings?
- ✓ Are these words typical of the speaker?

Extract 1

Sipho: Typical. Just like him. Always not there to take responsibility. Even when we were kids. It was never his fault. P3

Comment: Sipho seems upset with the person he is talking about (his brother). His memory of some injustice stretches far back into childhood.

Questions

1. What does "typical" mean? _____
2. Sipho is talking about his brother. What did he do now that was *typical* of him?

3. What was the main problem of his brother? _____
4. What does this excerpt tell us about his feelings? _____
5. List some of the incidents that make Sipho feel bitter.

Themes:

Which of the following theme/s are suggested in this extract?

- Jealousy
- Truth and reconciliation
- Revenge
- Racism/ discrimination
- Freedom

Extract 2

Thando: Oh Daddy you really spoil me, you know. Hey. Any news about the job? P4

Comment

Thando and Sipho enjoy a warm and close relationship. The family ties between them are strong. Earlier we noted Sipho's concern that she was late and now he has the water ready for her to refresh herself. He has also told her about a possibility of promotion at work.

Questions:

- Describe the relationship between father and daughter?

- What has Sipho done for Thando to say that he *really spoils* her?

- Give details of the job referred to? Does he deserve to get the job?

- In the past why could he not have got that job?

- What is the possible barrier that he now faces?
-

Theme/s:

Which of the following theme/s are suggested in this extract?

- Jealousy
- Love between family members.
- Revenge
- Racism/ discrimination

Extract 3

Thando: Was he handsome?

Sipho: Why?

Thando: All the ladies in our township say so. Everyone keeps saying “Oh, that was a man!”

Sipho: Yeah, he was a bit of a lady’s man.

Thando: **And a comrade.... I mean a man of the Struggle.**

Sipho [*withdrawing into himself*]: Yes, he was. (p5)

Comment:

Thando hears about her uncle through talk about him by others but not from her father. Out of curiosity she asks her father for his opinion. His opinions are very different from the others in the township. Themba had made a big impact on the ladies. Sipho and Thando use the word “man” differently. To Sipho, he was a ladies’ man, suggesting that he was almost frivolous; Thando mentions that he could be seen as a man of the struggle, a man who fought for freedom and his people.

Questions

- Does Sipho answer his daughter’s questions about her uncle?

- What is the tone of “Oh, that was a man!” _____
- What feelings do you detect in Sipho’s answer?

- Why does Sipho withdraw into himself?

- What does the word “comrade” mean in this context?

- Explain what is meant by the word: **Struggle**

Language:

- **What is the difference between Sipho’s and the ladies’ use of the word “man”?**

- Why is the word “Struggle” written in with a capital S?
-

Theme/s

Which of the following theme/s are suggested in this extract? Discuss it / them

Jealousy /Clash of cultures /Revenge /Racism/ discrimination / Freedom

Extract 4

Thando: It’s funny; every time I try to make you talk about Uncle Themba you change the subject. (p6)

Comment:

You would notice that Siphso does not volunteer information that Thando requests. His answers to Thando’s subsequent questions clearly illustrate this. (‘Were you close?’ Siphso: with whom? and ‘he is my brother.’) Siphso keeps things hidden from everyone. While these things remain undisclosed and hidden, they will not be addressed. He will have to continue carrying his unpleasant memories and continue tormenting himself.

Questions

- Paraphrase this statement.
-

- Why does Siphso change the subject whenever Thando talks about his brother?
-

- What does this statement tell you about Siphso?
-

- Give a synonym for *funny*: _____

Theme/s

Which of the following theme/s are suggested in this extract?

Jealousy /Truth and reconciliation / Revenge / Racism/ discrimination / Freedom / The truth is not easily confronted.

Extract 5

Thando: Was Uncle Themba close to Mom?
 Siphso: What do you mean?
 Thando: People say they got along very well.
 Siphso: Who are these people saying these things to you?
 Thando: Well everybody...
 Siphso: I suppose they were close, very close. He was my brother.

Comment:

Questions (Set 4 questions that you will ask your learners.)

Eg Why does Thando ask all these questions?

● **Figures of speech: Irony and euphemism**

- Revise the meaning of these terms.
- This extract is rich in irony. What type of irony is contained in the question that Thando asks her father?

- Find an example of euphemism in this extract. _____
- Find another instance of irony in this extract.

Theme/s

Which of the following theme/s are suggested in this extract?

Jealousy / Truth and reconciliation / Revenge / Racism/ discrimination / Freedom / The truth is not easily confronted.

Discuss reasons for your choice.

EXTRACT FROM EXAM PAPER

Thando and Mandisa discuss their families.

Thando: He must have been very close to Grandpa. Uncle Themba, that's all he talked about.

Sipho: Of course my father always talked about Themba. When Themba left the country, at first my father blamed me for not stopping him.

Thando: Really? I never knew that Grandpa felt that way. To me he said he loved you very much.

Sipho: I wish he had told me too.

Thando: You mean Grandpa never said he loved you?

Sipho: We African men don't find it easy to say that to our sons. It's taken for granted that we do.

Thando: Was Uncle Themba close to Mom?

Sipho: What do you mean?

Thando: People say they got along very well.

Sipho: Who are these people saying these things to you?

Thando: Well everybody.....

Sipho: I suppose they were close, very close. He was my brother.

Thando: Why did Uncle Themba go into exile?

Sipho: HE LEFT THE COUNTRY! Leave it at that. (Pause.) Why are you asking these questions?

Questions

- (a) Complete the following sentence by using the words in the list below. Write only the word next to the question number (5.1.1 (a) – 1 (c) in the ANSWER BOOK.

Themba, Siphon, love, conflict, reconcile, reconcile, forgive

- The drama primarily focuses on the inner (i) experienced by (ii) to (iii)... his brother. (3)
- (b) Write down ONE sentence to describe the relationship between Siphon and his parents as it is portrayed in this extract. (1)
- (c) Write down ONE word which describes Siphon's feelings in line 1-8 (1)
- (d) Explain how Themba and Siphon were treated by their parents when they were children. (2)
- (e) Explain why the following statement is TRUE:
Themba was popular in the community. (1)
- (f) Refer to the last two lines of the passage. 'HE LEFT THE Asking these questions? (lines 19 – 20).
(1) Give TWO possible reasons why Themba 'LEFT THE COUNTRY!'. (2)
(2) If you were the stage director of this play, what would you tell Siphon to do when saying these lines? (1)
- (g) Identify and discuss the theme which is evident in the way Siphon talks about Themba in this extra. (3)
- (h) Siphon is blamed by their father when Themba leaves the country. Do you think this is fair? Discuss your view. (3)

Appendix 9: From CAPS REQUIREMENTS FOR TEACHING LITERATURE

Approaches to teaching literature (CAPS p16)

The main reason for reading literature is to develop in learners a sensitivity to a special use of language that is more refined, literary, figurative, symbolic than what else might be required. Serious writers create novels, plays and poems because they have ideas, thoughts, issues, principles, ideologies and beliefs that they most want to share with or reveal to their prospective readers.

The teaching of literature is impossible without personal, thoughtful and honest interpretations and comments from the learners themselves. Unless they learn how to understand aliterary text on their own, they have not learnt much... interpretation is not about right or wrong- it ios about searching for what is meaningful to the reader.

The best way to approach the teaching of literature would involve some or all of the following:

- Read as much of the text in class as possible. it is essential that learners have a clear idea of what is going on the most basic level of the text. Poetry should be taught, not poems.
- The purpose of teaching literary texts is to show how language can be used with subtlety, intelligence, imagination and flair. This means taking a close look at how text is created, manipulated and re-arranged to clarify and emphasise what is expressed. Such work might involve examining the presence or absence of imagery; what kind of imagery being selected by the writer and why; sentence structures and paragraphing or the layout of poems; continuing motifs through the text; the suse of symbol, sound or colour where appropriate.
- Creative activity should be attached closely to the study of any literary text.
- Literature teaching is not about right answers.

Intensive reading focusing on the formal study of literature

- Understand the distinctive qualities of different literary forms. E.g. a poem has different characteristics form a novel
- Identify and explain figurative language and rhetorical devices as they appear in different texts (metaphors, similes, et)
- Identify and explain the author's/ poet's/ producer's intention
- Explain choice and effectiveness in poetry of how elements support message/ theme. (Elements include figures of speech, imagery, structural elements and sound devices..)
- Explain choice and effectiveness in drama of how elements support message/ theme. Element s also could include plot, climax, characterization, stage directions, dramatic irony, and setting.
- Explain choice and effectiveness in short stories/ novels of how elements support message/ theme. (role of the narrator, structural elements e.g. plot, exposition, rising action, conflict, climax, falling action, denouement etc.

ANOTHER TEMPLATE FOR PLOT AND STORY STRUCTURE

	CLIMAX	PLOT TITLE: _____ AUTHOR: _____
<p style="text-align: center;">RISING ACTION <small>(List examples that create complications or suspense)</small></p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px;"></div>		<p style="text-align: center;">FALLING ACTION</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px;"></div>
<p style="text-align: center;">EXPOSITION</p> <p>Setting:</p> <p>Situation/climate:</p> <p>Characters:</p>	<p>CONFLICT</p> <hr/> <p>PROTAGONIST vs. ANTAGONIST _____ vs. _____</p>	<p style="text-align: center;">RESOLUTION</p>
<p>THEME:</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		

Exemplars for Grade 10/ 11

Appendix 4

POEM: THE ZEBRAS BY ROY CAMPBELL

Activity One: Activating background knowledge.

- Name ten wild animals found in Africa.
- Which other animal is similar to a zebra?
- Is the zebra a carnivore?

Activity two: Vocabulary

Below are a list of words. Match these words with the meanings given.

A	Breathe	1	older female zebra
B	Showers	2	young female zebra
C	Harnessed	3	male zebra
D	Rays	4	smell
E	Reins	5	level grassland
F	Dawn	6	an ancient stringed instrument
G	Plains	7	dancing around
H	Scarlet	8	bright red
I	Zithering	9	early morning
J	Flanks	10	charged
K	Tremors	11	leaves and flowers
L	Lyre	12	.burn
M	Snorting	13	light from the sun
N	Plumes	14	attached straps
O	Smoulder	15	pushing up
P	Fillies	16	vibrating
Q	Stallion	17	straps attached to the bit of a horse
R	Volted	18	.sides
S	Mare	19	.petals of flowers
T	Distant	20	far away

Activity three: Reading the poem

- Model reading of the poem by the educator.
- Learners read the poem silently.
- Learners read again and underline the words listed in activity two.
- Learners write the meanings next to the underlined words.

Activity four: Summary of the poem.

The summary of the poem is given in the incorrect order. Learners must work in pairs/threes/groups and put the statements in the correct sequence. (Hint: work closely with the poem).

- The early morning sun seems to give the zebras added beauty as they run around, giving off strong vibrations as their feet hit the ground.
- In this poem, Roy Campbell, the poet, gives the reader a vivid description of the behaviour of the zebras during the mating season.
- The adult male (stallion) sends out messages in a soft voice (dove-like) to the young female zebras (fillies) to join him.
- The zebras which come out of the thickly wooded forest (woods), very early in the morning (dawn), metaphorically speaking, seems as if they are drawing out the sun using the reins as a harness.
- The stallion (adult male) is excited and he does a love dance (wheels his flight- line 12) to attract the mare (adult female partner).
- As they run around, the petals of flowers and leaves fly about and this adds to the romantic atmosphere.
- He (stallion) is full of passion and rolls with his partner (mare) on the flowers (lilies) which have been flattened as a result of their expression of passion.

Activity five: Detailed Analysis

Listed below are key words and expressions that have been left out in the analysis of the poem. Fill in these words in the appropriate paragraphs.

	Paragraph 1	Paragraph 2	Paragraph 3	Paragraph 4
1	Nature	metaphor	fragrance	mechanical
2	vivid imagery	personified	glowing	sensually beautiful
3	creation	smell	snorting	positive
4	Zest	visualize	soft tone	celebratory
5	freedom	bright red	metaphorically	delightful
6	Power	sustained	fumes	
7	beauty	stripes	romantic	
8	confinement.	alight	power	
9	Detail	simile	sexual	
10		sunlight	intimate	
11		vibrate		
12		morning		
13		musical		

Paragraph 1

This is a beautiful poem that uses _____ to convey the theme. The theme being the beauty of nature and _____ and also the _____ and _____ for life that we humans don't have due to the _____ of our lives. The attention to _____ provides the poem with its _____ and - _____

Paragraph 2

The wet forest (damp woods) is _____ in line 1 as suggested by the word "breathe" It is effective in that it shows the refreshing wetness of the woods and the lingering _____ which therefore allows you to _____ the scene the poet is trying to convey. The _____ used in lines 2 and 3 creates the impression the zebras are drawing the _____ across the grassland (plain) very early in the _____ dawn). In line 4 we are told that the ground is covered with knee-high _____ flowers The metaphor is _____ in lines 5 and 6, creating the impression that these zebras with their black and white _____ have been set _____ by the rays of the sun. The poet uses a _____ in lines 7 and 8 to suggest that the zebras make the surroundings _____ (electric tremors) as they move across the plain making a welcome _____ sound.

Paragraph 3

In stanza two the "flushed air" line 9 refers to the _____ of the bright red flowers given off when the zebras breathe out heavily (_____). The petals appear to be _____ (smoulder) giving off _____ as the zebras run around. The simile used in line 11 suggests that the adult male zebra (stallion) is in a _____ mood as suggested by the _____ of voice. The phrase "engine of beauty" line 13 is used _____ to emphasise the _____ of the stallion as he does his _____ dance to attract females and then becomes _____ with them on the trampled bed of flowers (lilies).

Paragraph 4

The overall tone of the poem is _____, _____ and _____. Roy Campbell's aesthetic technique of putting together such disparate elements - the natural and the _____ and the _____ clearly be seen to be at work in this poem.

Activity six: Worksheet

Answer the following questions

6.1 Identify the figure of speech used in line 1 of the poem.
(1)

6.2 Refer to lines 2-3

“Harnessed with level rays in golden reigns

The zebras draw the dawn across the plains”

6.2.1 Name the figure of speech contained in the above lines.
(1)

6.2.2 To what is the zebra being compared?
(2)

6.2.3. What does the poet imagine the zebras are doing?
(2)

6.3 What are “flanks”? (line5)
(1)

6.4 Give two examples of mechanical(man made) elements mentioned in stanza one. (2)

6.5 “Rosy plumes” (line 9) are

- A. brightly coloured petals
- B. brightly coloured feathers
- C. dull red plants (2)

6.7 The “engine of beauty” line 13 refers to the adult male zebra. True or false. (2)

6.8 The overall tone of the poem can be described as “dull, sad and gloomy” **or** “positive, delightful and celebratory.”
(2)

LAMENT FOR A DEAD COW BY F.C.SLATER

Activity One

- 1.1 When do people mourn?
- 1.2 For whom or what do people mourn?
- 1.3 What happens during a drought?
- 1.4 Can you think of how drought and mourning could be connected?

Activity Two

Vocabulary: Choose the correct meaning.

- 2.1 Lament means (to express grief / to be happy).
- 2.2 Beautiful is (attractive / ugly).
- 2.3 Coat is (an animal’s body covering / paint).
- 2.4 Isipingo-berry is a (wild blue black fruit / a burial place).
- 2.5 Tosses aloft means (to throw upwards / to throw downwards).
- 2.6 Banish means (to comfort / to chase away).
- 2.7 Teasing means (troublesome / welcoming).
- 2.8 Yapping is (barking / biting).
- 2.9 Curs are (dogs / cats).
- 2.10 Bewildered means to be (confused / excited).
- 2.11 Lowing means (mooing / shouting).
- 2.12 Vanished is (disappeared / appeared).
- 2.13 Desolate means (left stranded / left feeling happy).

Activity Three

- o • Model reading of the poem by educator.
- t • Learners read the poem silently.
- a • Learners again read the poem silently and underline the words listed in activity two.
- l
- :

Activity Four

1
5
Read the poem again and state whether the following statements are TRUE or FALSE. Change the false statements to true statements and you will get a summary of the poem.

4.1 The Xhosa family is mourning the death of Wetu their only cow.

4.2 Wetu was an unattractive cow which was as beautiful as the shaded places on the sun drenched mountain tops.

- 4.3 Her glittering body covering is being compared to a wild blue black berry(fruit).
- 4.4 She has blunt horns which are compared to the new moon which ,in a way of speaking, throws the stars upwards.
- 4.5 Wetu has oval, bright and comforting eyes similar to the pools of water on the hill tops.
- 4.6 She chases away the flies by swishing her tail.
- 4.7 She confronts the barking dogs by putting her head down ready to charge with a puzzled look in her eyes.
- 4.8 Her mooing sounds do not bring joy to the hearts of the Xhosa family.
- 4.9 The drought and the hot sun has caused a severe water shortage and resulted in the death of Wetu the cow.
- 4.10 “The sky is empty”(line 22) means that there is plenty of rain.
- 4.11 This poem highlights the hardships and suffering experienced by people, especially in rural areas, during a drought.

Activity Five

Below is a list of words which focus on the figures of speech, tone, images, intention ,themes and feelings expressed in the poem. Fill in these words in the blank spaces in the passage that follows.

similes beloved compared
 suffering drought physical
 environment integral deep death
 immense chant attractive
 horns bright chasing radios
 mooing desperate plight disappeared
 lamentation

In this poem most of the comparisons (_____) are linked to the _____ in which Wetu lived. Wetu their _____ cow, was an _____ part of the people’s lives in this _____ rural environment and her death resulted in an _____ (great) loss and hence the expression of grief in the _____ which is repeated as a _____. She was an _____ cow whose blue black body covering is _____ to a wild berry, her _____ to

the pointed shape of the new moon, her _____ eyes to clear pools of water on the hill tops.

Her passing away as a result of the _____, increased their _____. No more will they see her _____ away the flies with her _____ tail which made a whistling sound. And no more will they hear the _____ in the evening which was music to the ears of these people who obviously had no _____ or TV’S. Wetu’s death highlights the _____ of these people who were also affected by the drought. and are in a _____ state as the dark clouds which brought steady rain has _____ and there is no water.

Activity Six WORKSHEET: Answer the following questions.

- 6.1 The word “lament” in the title means
- feeling confused
 - an expression of grief
 - showing pity
- 6.2 Refer to lines 5 & 6. What figure of speech is used in these lines?
- What does it emphasise?
- 6.3 During which phase of the moon does it appear as if it (the moon) has horns?
- How is this linked to Wetu, the cow?
- 6.4 What does a cow use to throw anything upwards?
- 6.5 Mention two things from the physical environment that troubled Wetu?
- 6.6 How did she deal with each of these problems?
- 6.7 What caused Wetu’s death and why is it significant?
- 6.8 How important is rain in our lives and why?
- 6.9 The poet uses metaphor effectively in lines 18 to 21 and the “white rain” is the milk which Wetu used to produce _____ when there was rain(“black cloud”).
- Is this statement TRUE or FALSE?

Example of a template partially filled

Mamlambo by Bheki Maseko

Setting / Place	The servants' quarters of a house in a Johannesburg suburb and a Johannesburg train station.										
Time	Two days										
Plot/ Action	Sophie has an affair with a married man who subsequently abandoned her. In order to keep Johannes whom she wanted to marry she consulted a witchdoctor who gave her a potion. The snake which appeared in her house created a dilemma. She is forced to get rid of the snake. The unfortunate recipient of it is an old lady who happens to be the mother of her first love.										
Characters and characterisation	1. Sophie Zikhode / 2. Elias Malingo / 3. Baba Majola / 4. Jonas / 5. Shiela / 6. A taxi driver / 7. A Policeman / 8. Mrs. Malingo										
Conflict	Sophie wanted revenge as her first lover, Elias Malingo, left her. Elias took possession of the suitcase with the snake in it. In a way he is punished for his unfaithfulness.										
Climax:	Sophie seeking supernatural assistance.										
Denouement / resolution /end											
Themes	Superstition and the use of traditional methods to solve problems. The extent to which people go to avenge themselves when they are treated badly.										
Vocabulary	<table border="0"> <tr> <td>1. Incredibly – unbelievably</td> <td>2. Exploitation – Unfair gains</td> </tr> <tr> <td>3. Indigenous – Native</td> <td>4. Ritual – Custom</td> </tr> <tr> <td>5. Besotted - Infatuated</td> <td>6. Discarded – Throw away</td> </tr> <tr> <td>7. Concoction – A mixture</td> <td>8. Eternity – For ever</td> </tr> <tr> <td>9. Pandemonium – Chaos</td> <td></td> </tr> </table>	1. Incredibly – unbelievably	2. Exploitation – Unfair gains	3. Indigenous – Native	4. Ritual – Custom	5. Besotted - Infatuated	6. Discarded – Throw away	7. Concoction – A mixture	8. Eternity – For ever	9. Pandemonium – Chaos	
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9. Pandemonium – Chaos											
Symbolism	Snake										

Title: The Prisoner Who Wore Glasses by Bessie Head

Setting / Place	Prison Yard
Time	One week
Plot/ Action	Brille an ex school teacher is the prisoner who wore glasses. The story centres around the good fortune he has in his attempts to win over the new white warder called Hanneltjie. Initial harassment and solitary confinement eventually ends in triumph for Brille.
Characters	1. Brille – Prisoner / Narrator 2. Jacobus Stephanu Hanneltjie 3. Span One – Group of Political Prisoners
Climax:	Brille catches warder Hanneltjie stealing fertilizer.
Themes	1. Inhuman treatment of political prisoners. 2. Abuse of power and authority.
Conflict	Authority and subservience
Vocabulary	2. Primitive – Animal 2. Brutal - Cruel 3. Instinctively - Naturally 4. Psychological – In the mind 5. Philosophical – Accepting with 6. Conferences - Meetings 7. Contemplate – Think 8. Confessed - Admitted 9. Commodities - Goods
Questions	1. How important is the title? 2. How does the story begin? 3. How does the story develop? 4. How does the story end? 5. Who tells the story? 6. What sorts of language and / or images are used? What are the characters like?

APPENDIX: DRAMA

ROMEO AND JULIET - William Shakespeare

Introduction

1. Match the types of love from the box below to the different characters

- a) _____: Romeo for Rosaline, Paris for Juliet
b) _____: Romeo and Juliet
c) _____: Lord and Lady Capulet for Juliet, Lord and Lady Montague for Romeo, Nurse for Juliet
d) _____: Romeo and Benvolio, Romeo and Mercutio, Romeo and Friar Laurence, Nurse and Juliet
e) _____: Tybalt, Mercutio, Romeo

parental love	unrequited love	romantic love
love of family honour	friendship	

2. Why were Romeo and Juliet not allowed to love each other (forbidden love)?

3. Can you think of any other reasons people would be forbidden to love each other?

Setting

1. Match the places (settings) to their descriptions

- a) _____ City in Italy where the play takes place. The Capulets and Montagues live here. Escalus is the Prince.
b) _____ After the feast at the Capulets, Romeo runs here and hides from Mercutio and Benvolio. This is where Romeo and Juliet proclaim their love for each other.
c) _____ City in Italy where Romeo escapes to after being banished by the Prince. He hides here and waits for word from Friar Lawrence.

Capulet's orchard	Verona	Mantua
-------------------	--------	--------

2. Romeo and Juliet is a very famous love story. What do you know about the story?

- Who are Romeo and Juliet? _____
- Who are the two main families in the story? _____
- Are they friends or enemies? _____
- What country is the story set in? _____

Italy	Lovers	Enemies
The Capulets and the Montagues		

3. Fill in the table below. First use the clues beneath.

1.s	o	r	r	o	w				
		2.	o						
		3.		m					
			4.e						
		5.	o						
			6.j						
		7.		u					
8.						l			
			9.		i				
	10.				e				
		11.		t					

1. Great sadness
2. A place or large stone structure where a dead person is buried
3. The organ in a woman’s body where a baby grows before it is born
4. To force someone to live in a different country as a punishment
5. A serious promise
6. A feeling of great happiness
7. A word describing someone who makes other people unhappy or upset
8. A ceremony that takes place after someone dies
9. Something that can kill you or make you very sick if you eat, drink or breathe it
10. A deep hole in the ground where a body is buried
11. Very bad, unpleasant or cruel

Sorrow	Vow	Funeral	Womb	Grave	
Joy	Hateful	Tomb	Poison	Cruel	Exile

Plot (Telling the Story)

1. Many of Shakespeare's plays follow a basic structure:

DISORDER → ORDER (1) → REBELLION → SUCCESSFUL? → ORDER (2)

This works for Romeo and Juliet as well. Complete using the statements below/. The first one is done for you.

DISORDER: Opening brawl

ORDER (1): _____

REBELLION: _____

SUCCESSFUL?: _____

ORDER (2): _____

- a) Peace restored. Gold monument to be erected by both families in memory of Romeo and Juliet.
- b) Duke orders end to fighting. Capulets' ball. All happy.
- c) No – many die including the lovers.
- d) Opening brawl
- e) Romeo & Juliet fall in love, defying everyone and everything.

CLIMAX

- 1. Tybalt instigates a fight with Mercutio.
- 2. Tybalt kills Mercutio.
- 3. Romeo avenges Mercutio's death.
- 4. Prince Escalus exiles Romeo.
- 5. Capulet insists that Juliet marries Paris.

DEVELOPMENT

- 1. Romeo and Juliet are very much in love.
- 2. Tybalt sends a challenge to Romeo.
- 3. Romeo has decided to marry Juliet when she comes for confession.
- 4. Romeo and Juliet are married with the help of Friar Lawrence.

DENOUEMENT

- 1. Juliet is upset at the prospect of marrying Paris.
- 2. Friar Lawrence devises a plan and gives her a potion.
- 3. She appears to be a dutiful daughter.
- 4. She drinks the potion.
- 5. Everyone is upset at the "death" of Juliet.

EXPOSITION

- 1. Family feud between Capulets and Montagues.
- 2. Romeo is pining over Rosaline.
- 3. Paris wishes to marry Juliet.
- 4. Romeo gatecrashes the Capulets feast.
- 5. Romeo and Juliet fall in love.
- 6. They realise their families are enemies.

CONCLUSION

- 1. Romeo hears the news of Juliet's "death" from Balthasar.
- 2. On his way to Verona he buys poison from an apothecary.
- 3. Before the Friar can intervene, Romeo has killed Paris and poisoned himself.
- 4. Juliet awakens, sees the dead Romeo and kills herself.

Plot structure of Romeo and Juliet

The following exercise is an in depth list of the main events (plot) of Romeo and Juliet. Re-arrange the list of events so that it follows in time order (chronologically) according to the story.

PART 1

1. After the party, Romeo risks his life climbing into the Capulet's garden and up to the balcony of Juliet's bedroom to tell her how much he loves her.
2. With the help of Juliet's Nurse, Romeo and Juliet are secretly married the next day by Friar Lawrence.
3. Romeo's friend Mercutio is invited to the Capulet's ball. Mercutio and Benvolio persuade Romeo to go to the party. Romeo agrees, hoping to see Rosaline there.
4. Romeo, only son of the Montagues, is hopelessly in love with a girl called Rosaline. His cousin, Benvolio, tries to cheer him up.
5. Capulet has plans that Count Paris, a wealthy relative of the Prince, will marry Juliet. Capulet organises a huge party at which Paris and Juliet will meet and see if they like each other.
6. In Verona there are two families, the Montagues and Capulets, who have hated each other for years [NB in the play, no reason is given for the feud]
7. At the Capulet's party, Romeo sees Juliet and falls instantly in love with her and she with him.
8. Both Romeo and Juliet are distraught on learning they've fallen in love with the only child of their great enemy.
9. Prince Escalus stops the fighting and forbids both Capulets and Montagues to fight again.
10. One day Capulet servants start a fight with Montague servants in the streets of Verona (it all begins when Sampson bites his thumb at Abram). It turns into a big brawl.

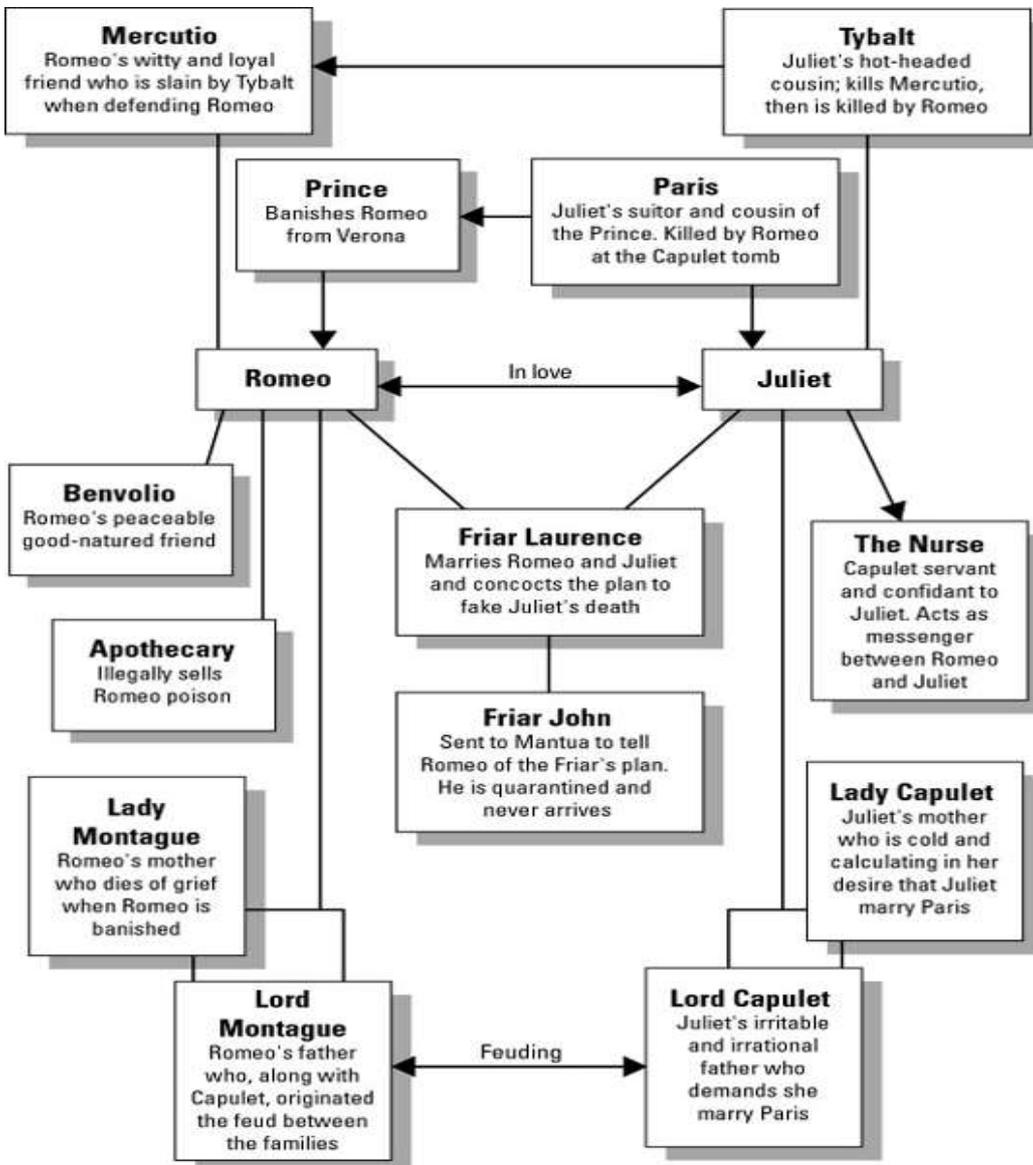
PART 2

11. Romeo avenges his friend's death by killing Tybalt.
12. Friar Lawrence gives Juliet a drug which will make her appear to be dead.
13. Distraught, Juliet turns to Friar Lawrence, who devises a plan.
14. Romeo spends the night with Juliet before fleeing to Mantua.
15. The Capulets arrive and call for Romeo to be killed.
16. Immediately after the (secret) wedding, Juliet's cousin Tybalt quarrels with Mercutio.
17. Tybalt fatally injures Mercutio "under Romeo's arm".
18. Juliet learns that her parents have arranged for her to marry Count Paris the next day.
19. Romeo enters and tries, unsuccessfully, to stop them fighting.
20. Prince Escalus banishes Romeo to Mantua.

PART 3

21. Romeo enters the tomb, finds Juliet apparently dead and drinks the poison.
22. The Capulets bury Juliet in the family tomb.
23. The Nurse discovers her and thinks she is dead.
24. Romeo buys poison from an apothecary.
25. Alone in her bedroom, Juliet takes the drug.
26. Friar Lawrence writes to Romeo to tell him of the plan and gives the letter to another Friar, John.
27. Romeo goes to the Capulet tomb where he finds Paris.
28. The families vow to end their feud
29. Romeo kills Paris
30. Juliet wakes up, finds Romeo dead and stabs herself.
31. Romeo doesn't get Friar Lawrence's letter. Instead he hears that Juliet is dead.

CHARACTER MAP – TRUE OR FALSE



1. Study the character map above. State whether the following sentences are TRUE or FALSE. If false explain why it is false.

- a) Romeo kills Tybalt. _____
- b) Paris and Juliet fall in love. _____
- c) Benvolio does not like violence. _____
- d) Lady Montague loves her son deeply. _____
- e) Friar Lawrence goes to Mantua to tell him the plan. _____
- f) Lady Capulet was a very understanding and considerate mother. _____

2. ROMEO & JULIET - CHARACTER SORT

Match the character names with their descriptions. Try and put the Montagues and Capulets all together.

JULIET	The Prince of Verona, the most important person in the City of Verona. He is a wise and fair man. He is well liked and tries to be a tough leader but is caught between the two warring families. He wants the Capulets and Montagues to live in peace, but isn't strong enough to sort them out
TYBALT	Romeo's friend. He is young, lively and a very likeable young man. He is always talking, joking, he is also arrogant and a powerful fighter. He is honourable and very loyal to Romeo.
NURSE	Romeo's cousin and close friend. He is a sensible, trustworthy young man who is very loyal to Romeo.
LADY CAPULET	A man about fifty, a wise and holy man. He is a priest and usually gives good advice. His is well liked, kind and gentle, always wants to help people and is anxious to avoid sin. He secretly marries Romeo and Juliet.
CAPULET	Juliet's cousin, a little older than Romeo. He is an argumentative young man, a troublemaker who loves fighting. He likes violence and plays dirt
ROMEO	Juliet's mother, She is younger than Lord Capulet (about 30). A capable organiser accustomed to doing her husband's wishes and running the household. She loves her daughter but is not as close to Juliet as the nurse.

BENVOLIO	A woman in her 40s. Practical. Rather stupid? She works for the Capulets and has looked after Juliet since she was a baby, so she has a good position in the family. She loves Juliet like her own child. Juliet is very fond of her.
LADY MONTAGUE	Lord and Lady Capulet's daughter. She is 14 years old. She is a gentle girl and obedient to her parents. She has a nurse who has looked after her since she was a baby. She is very romantic.
MONTAGUE	Romeo's Father. Head of the family, he is a strongly built powerful man, who doesn't like to be crossed. Although he is not a very quarrelsome man but wants the best for his son.
MERCUTIO	Young son of Lord and Lady Montague. Aged 16-17. He is a hot-headed young man and rushes into things without thinking. He is very romantic. His two best friends are Benvolio and Mercutio.
PARIS	Romeo's mother. She loves her son very much.
FRIAR LAWRENCE	Juliet's father who is about fifty and a wealthy member of the upper classes. He is a stubborn old man, who is used to getting his own way. Therefore he sometimes has a bad temper. He loves his only daughter very much and wants the best for her. He is Tybalt's uncle.
ESCALUS	A handsome young man, pleasant and polite. He is the cousin of the Prince of Verona. He is very fond of Juliet. Lord and Lady Capulet think he is a suitable husband for Juliet.