

Introduction

Dear Educator

This Educator's Guide accompanies the youth novel, *Whitney's Escape*, published by *Voices in Africa*. *Whitney's Escape* is a story for learners in Grade 8 with the primary aim of helping to prevent drug abuse. The book is intended for English First Additional Language Level and seeks to promote and achieve the aims of the CAPS Curriculum including:

- *Whitney's Escape* is rich in dialogue and vocabulary, and can be used in a variety of ways to promote the integration of the four CAPS Skills Areas: Listen and Speak, Read and View, Write and Present and Language Use.
- The book encourages critical thinking and decision making, especially as they relate to values. This is one of the book's main themes and is achieved through the portrayal of opposing values and behaviour patterns within the plot. Learners will find themselves having to evaluate whether or not they can agree and identify with the different characters in the book, and with opposing sides of conflicts within the plot.
- *Whitney's Escape* helps the learner understand the interrelatedness of systems and problems in the young person's world of school, home, community and relationships. The book clearly illustrates to the learner that the problems and solutions associated with drug abuse do not exist in isolation.
- The book has a multicultural cast and seeks to promote cultural understanding and sensitivity, whilst attempting to maintain relevance and appeal to a wide spectrum of different learners from various backgrounds.
- The novel will allow educators to develop the literary themes of plot, conflict, characters and characterisation, theme and setting, role of narrator, suspense and surprise.

The novel speaks powerfully for itself and learners will easily identify with and be challenged and inspired by the characters in the book. However, your learners can also benefit much from further class discussions, activities and exercises, which will encourage critical thinking and decisionmaking. This Educator's Guide is designed to help you with some ideas in this regard.

How to Use this Educator's Guide

This Educator's Guide is intended to provide resources and support for the Reading Activities recommended for the study and enjoyment of the novel.

The Reading Activities are available in a separate book. They are set out under the respective Chapter headings to which they apply and are numbered accordingly, using a decimal numbering system. So the numbers of all the activities for Chapter 1 begin with the numeral 1. The first, second and third activities of the chapter are numbered 1.1; 1.2; 1.3 respectively. The first activity for Chapter 2 is numbered 2.1 and so forth.

The activities are organised under the CAPS Skills Areas as subheadings according to the type of activity that is suggested. So an activity that relates to a specific aspect of the novel is placed under Read and View. Creative writing activities that relate to issues in the novel are placed under Write and Present; activities that allow learners to review the aspects and issues that arise during lessons are placed under a section called Review and Reflect. Finally, the organisation of the activities promotes the reading process of prereading, during reading and postreading as recommended by CAPS.

This Educator's Guide consists of four main sections:

- CAPS Approach and Presentation
- Activity Memoranda
- Additional Information
- Photocopyable Activity Sheets

The layout of Activity Memoranda and Activity Sheets in their respective sections of the Guide follows the grouping and numbering system of the Reading Activities.

The Memoranda are all set out under the Chapter headings to which they apply and are numbered using the same decimal numbering system as the Reading Activities. The Guide provides a memorandum with answers, presentation tips and ideas for every reading activity. The Activity Sheets in the final section of the Guide are all numbered according to the activity to which they apply. So Activity Sheet 7.4, for example, is meant to be used for Activity 4 in Chapter 7. Activity Sheets are provided for more extended activities that require extra material and explanation. So, while the activity sheets are arranged in sequence, there is no need for an activity sheet for every activity.

The chapters of the novel have been grouped loosely in the Guide as follows:

- Chapters 1 – 2
- Chapters 3 – 4
- Chapters 5 – 8
- Chapters 9 – 10

Each of the Chapter Sections begins with a short summary of the Plot, Main Characters and Main Themes, as they develop in those chapters, for your convenience.

Thereafter Activity Memoranda for each Chapter follow and are organised under the Skills Areas:

- Read and View
- Listen and Speak
- Write and Present
- Language Use
- Review and Reflect

When designing and preparing your lessons, select the appropriate activities for the Chapter or section of the book with which you are working. Use the plot, main character and theme summaries to help you.

Then, where appropriate, access the relevant Activity Sheets that are ready to be photocopied from the last section of the Guide.

The Activity Sheets and Activity Memoranda also contain tips and ideas on how to present and address the aspects and issues of the novel in a way that will keep your learners stimulated and interested.

Select your activities according to the time you have allocated to study the novel. It is not necessary to do all of the activities and it is not necessary to do them in order. Select and adapt the activities to suit your approach and to meet the needs of your learners. For example, you might wish to adapt some of the reading comprehensions to use as listening comprehensions. Some of the individual activities can also be done as group activities and vice versa. Some of the activities have mark allocations and rating codes that you might wish to include in your assessment programme.

Please note that the Educator's Guide is not meant to be prescriptive nor exhaustive. It is designed to help you with some ideas on how you can use *Whitney's Escape* in your class, and to put some useful resources in your hand so that you can focus your energy on engaging with your learners. We trust you will find it helpful.

CAPS Approach and Presentation

The Reading Activities for *Whitney's Escape* have been developed according to the frameworks and guidelines of the CAPS Curriculum and in particular the following prerequisite:

“All cultures, and most people, live lives imbued with stories.... Narratives (novel, short story and folklore) need to be read, discussed, and enjoyed. Whatever the teacher does in the classroom, the sheer pleasure of engaging in a good story must remain paramount.”

The teaching of literature should focus on teaching for comprehension and will include the reading process strategies (prereading, reading and postreading). The main reason for reading literature in the classroom is to develop in learners a sensitivity to a special use of language that is more refined, literary, figurative, symbolic, and deeply meaningful than much of what else they may read. While most literary texts are forms of entertainment, amusement, or revelation, serious writers create novels, plays and poems because they have ideas, thoughts and issues; principles, ideologies and beliefs that they most want to share with or reveal to their prospective readers. Their imaginative use of language is an added method of revealing, reinforcing, and highlighting their ideas.

Creative writing should be closely attached to the study of any literary text. Writing activities that demand a close understanding of the text being read can prove very helpful in reaching more creative levels of appreciation on the part of the learners.

This youth novel offers 14 – 15 yearolds the chance to embark on a journey with Whitney and her friends in using English Language to explore and develop personal identity, values and viewpoints. The reading activities will encourage them to build positive, lifeaffirming relationships by making constructive, edifying choices in dealing with the issues, challenges and temptations faced by youth in contemporary African society.

In using the theme approach, learners can look at themes such as values and choices, friendship, drugs, boundaries, fear, etc. and relate them to events in real life situations. They can make judgements about the characters' actions and comment on the theme.

The following aspects are covered in Grade 8 at appropriate and progressive levels of complexity:

- The Reading Process.
- Reading Purpose.
- Elements of a Novel.

We have designed the activities to follow a general pattern, with Listening and Speaking playing a big part throughout, as follows:

- Prereading to stimulate past experience or knowledge related to the issues in the subsequent chapter, or to share any insights from Review and Reflection.
- Reading activities to check and support understanding.
- Languageincontext activities.
- Closer reading and study of the novel genre.
- Writing and presenting own response to the novel.
- Review and reflection on the issues and learning covered in the chapters.

Each learner should have a workbook as well as a journal. The workbook will be used for all activities which could be assessed. The journal is for use during Review and Reflect and is not intended for assessment. The educator has the responsibility to ensure that learners complete the tasks and should agree with the learners on what basis the journals will be viewed.

Activity Memoranda

BEFORE YOU READ THE BOOK

► Listen and Speak

i. **Group Discussion: First week at high school**

Depending on when you decide to study *Whitney's Escape*, this activity gives your learners the chance either to get to know each other better or to reminisce about their experience when they first arrived at high school. It will also help them to identify with Whitney at the beginning of the novel. Place your learners in groups (especially if they are still new to high school) and allow them to discuss the questions. Then ask various groups to volunteer feedback on some of the questions.

ii. **Group Discussion: Anticipate/ predict**

This activity will alert your learners to the surface features of a novel. Encourage them to examine the book and discuss their predictions in their groups. They should look at the following:

- cover pictures
- title page
- text layout
- glossary

During the report back, accept all predictions but encourage the learners to link them to clues found in the above features.

- a. Learners may predict that Whitney might have to hide somewhere in order to get away from danger. They will know that it will have something to do with drugs and everything which that "culture" entails. Whitney will come out unharmed or she will be saved just in time or she will escape a more horrible fate.
- b. Look up the words in the dictionary with your class and help them to understand the meanings of the terms in context.

Suggested answers:

- To dodge something, get away and break loose, come out (or various relevant alternatives).

iii. **Class Activity: True/False: Narrative**

Allow the learners about 5 minutes to complete the True or False task on their own and then open up the discussion to the rest of the class.

The questions are designed to lead up to the following conclusions about writing. If the learners do not identify all of the conclusions, draw their attention to them. If they give really good answers that are not on the list, include them:

- a) TRUE. A good story must have a beginning, a middle and an end but not necessarily in that order. However, for new writers this order is the most basic and effective.
- b) FALSE. A good story does not have to be true but good writing is usually based on experience.
- c) TRUE. Characters need to grow or degenerate (become worse) as they are part of the plot and its changes.
- d) FALSE. Writing can be taught because it is a skill, but it also needs to be practised. Although learners may think they are not good writers, they can all become better writers.
- e) FALSE. The tying up of loose ends after a climax (denouement) is just as important as the climax itself. However it can also be TRUE. In the case of a series, a writer may deliberately leave unanswered questions at the end of a story to pave the way for a sequel.
- f) TRUE. A plot can include more than one climax.
- g) TRUE. A story can have more than one plot, (plot and subplot) but they are usually linked in some way in the end.

iv.

Individual Activity: Dialogue (*Photocopiable Worksheet Activity*)

Hand out Activity Sheet iv on p. 95

- a. Use the activity sheet to show your learners how to write a dialogue in the correct format.
- b. You can also make use of the table of 'Expressions used in conversational English' to discuss the meaning of various expressions and when it would be appropriate to use them.
- c. Assess the written dialogues using the rating code below:

Rating Code	Description of Competence	/ 20
7	Outstanding	16 20
6	Meritorious	14 15
5	Substantial	12 13
4	Adequate	10 11
3	Moderate	8 9
2	Elementary	6 7
1	Not Achieved	0 5

v. **Group Activity: Role play: Dialogue**

Assist your learners to rehearse and present role plays based on their dialogues. Assess the dialogues using the rating code below:

Rating Code	Description of Competence	/ 10
7	Outstanding	8 - 10
6	Meritorious	7
5	Substantial	6
4	Adequate	5
3	Moderate	4
2	Elementary	3
1	Not Achieved	0 - 2

► *Read and View*

vi. **Class Activity: Introduction to Literary Terms: Answers to matching activity:**

1. (C)
2. (J)
3. (E)
4. (B)
5. (F)
6. (D)
7. (I)
8. (H)
9. (G)
10. (K)
11. (A)

vii. **Individual Activity: Genre Book Covers**

Provide your learners with the following list of possible genres:

Autobiography, Biography, Children, Religious, Educational, Factual, Historical, Horror, Inspirational and Motivational/Self-help, Medical, Personal, Romantic, Teens, Thriller, Travel, True Stories, Young Adult, Western

Discuss the likely genres of the books based on the following suggested answers:

- a) Western: It has a rider wearing a cowboy hat on a horse. It talks about mountains (outdoors).
- b) Religious: Speaks about Christian living, "I believe", shows a picture of growth.

- c) Children: pun on mummy, has illustrations, cute little mummy on the front, usually a question/answer format so that they can engage with the book.
- d) Autobiography: written by Justin Bieber himself. It is his story, has his picture on the front and tells us it is 100% official so we must not believe any other books about him. Says "My Story".
- e) True Short Stories/Inspirational: the girl on the front is in a uniform with boxing gloves on which shows her literally beating the Bullies.
- f) Teenage Girl: Says "love rules" (slang); it has a cool, tattoolike picture on it (includes flowers, hearts, ribbons, swirls) and the font is quite soft.
- g) Motivational/selfhelp/selfimprovement: Refers to 7 Habits; Highly effective; "True gift for the teenage soul".

viii. **Individual Activity: Purpose and Style** (*Photocopyable Worksheet Activity*)

Hand out Activity Sheet viii on p. 98. This activity will show how the writer's purpose determines the style of writing used, the storyline, the diction (word choice), themes and characters.

- a. Either check the activity sheets or discuss the following suggested answers with your learners for self assessment:

Example of writing	To inform	To entertain	To persuade	Clues
Buy new sunlight washing powder. It is three times more powerful than any other brand!				Buy/new/more powerful than any other brand
Knock, Knock. Who's there? Boo. Boo who? Oh, don't cry.				It is a knock, knock joke: to make you laugh and is therefore entertaining.
The concert has been postponed owing to the rain and will now take place on 9 November.				Information: concert postponed, new date.
The boy walked carefully behind the cars. He could not be seen or it would all be over.				Story: builds suspense

Example of writing	To inform	To entertain	To persuade	Clues
Water contains oxygen and is represented by the symbol H ₂ O.				Fact: information about water
You are cordially invited to the wedding between Sarah Smith and Andy Jones.				Asks you to come to the event; "cordially" (gracious and friendly)
Plug the charger into the socket. Once the handset is charged, a green indicator light will appear.				Instructions: informing you how to use the gadget

b. Suggested answers:

- i. Your purpose is to persuade your mother to buy you some airtime.
- ii. The first message.
- iii. It compliments your Mom; it is very polite: says please; it makes an offer to do something in return (wash the dishes); it acknowledges that your Mom is busy; shows a smiley face and shows that big hugs are sent her way.
- iv. It is presumptuous; it is rude; it is too direct; makes demands instead of asking; no proper greeting or salutation.

ix. **Class Activity: Types of writing** (*Photocopyable Worksheet Activity*)

Hand out Activity Sheet ix on p. 101. Discuss the various types of writing with your learners.

a. Either check the activity sheets or discuss the following suggested answers with your learners for self assessment. (Some titles may use more than one style depending on the writer's purpose).

- 1) Narrative/Descriptive
- 2) Argumentative
- 3) Discursive
- 4) Narrative
- 5) Discursive
- 6) Descriptive/narrative
- 7) Narrative/Descriptive/Discursive/Argumentative
- 8) Narrative/Descriptive
- 9) Descriptive

- 10) Narrative/Descriptive
- 11) Discursive/Argumentative
- 12) Discursive/Argumentative
- 13) Descriptive
- 14) Argumentative
- 15) Descriptive

b. Narrative, it tells the story of Whitney when she becomes involved with a drug gang.

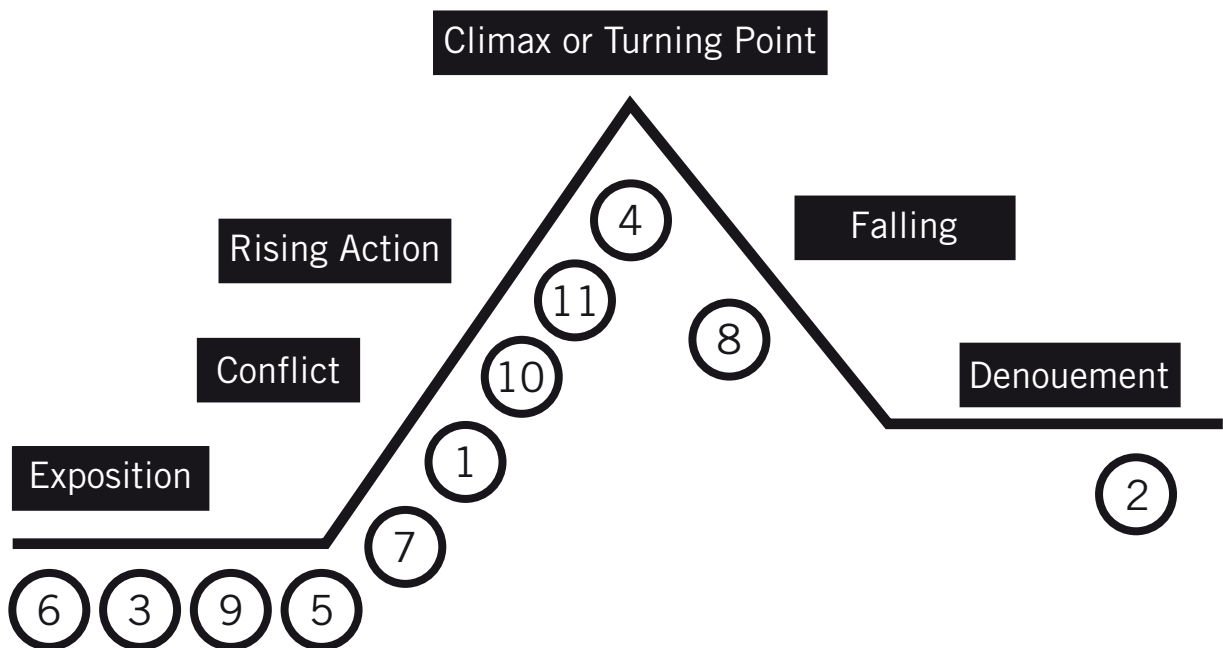
x. **Class Activity: Plot** (*Photocopyable Worksheet Activity*)

Hand out Activity Sheet x on p. 103. Help your learners to organise and plot the Valentine Box story on the diagram.

- a. ii. The correct sequence of the Valentine Box story is:

6	3	9	5	7	1	10	11	4	8	2
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- b. i. The suggested plotting of the Valentine Box story is shown below. While reading *Whitney's Escape*, use the blank diagram on Activity Sheet 6.6 on p 125 to plot the main events of the story.



xi. **Class Activity: Introduction to Irony** (*Photocopyable Worksheet Activity*)

Hand out Activity Sheet xi on p. 108. Use the information on the activity sheet to discuss the various types of irony with your learners. Either check the worksheets or discuss the suggested answers below with your learners for self assessment.

- 1) This is an example of dramatic irony as the reader knows something that the sleeping man does not. We know that he is about to be woken up by a loud bang that he is not expecting. We wonder what his reaction will be. (This could turn into situational irony if the man were to suddenly wake up and give the woman a fright instead).
- 2) This is an example of situational irony. The men are painting a sign on the street for the school up ahead but the word is spelt incorrectly. It is ironic because school is where you are supposed to learn to spell correctly and you would not expect its sign to be spelt incorrectly.
- 3) This is an example of verbal and situational irony. The verbal irony is that the chicken dinner is a dinner made from chickens, not for chickens. The situational irony is that clearly the chicken did not expect to find chicken in his dinner.

► *Language Use*

xii. **Class Activity: Language and Power**

Discuss the denotations and connotations of words and the effects that connotations have on the way we think about objects, other people and ourselves. Discuss the power that writers have to influence the way we think through their choice of words and the importance for readers of being critically aware of what they read. Discuss the learners' responses to the pairs of words using the following suggestions as guidelines.

- 1) Social group: is associated with a network of friends.
Gang: is associated with a scary world of drugs and violence.
- 2) Security guard: suggests an official whose job it is to keep people safe.
Bouncer: sounds like a thug whose job is to physically intimidate people.
- 3) Medication: suggests something with healing properties recommended by a doctor
Drug: suggests being high or addicted, associated with addiction, gangs and the underworld of drug lords
- 4) Responsible: suggests being mature and accountable for one's actions
Prudish: suggests being oldfashioned, boring and selfrighteous.
- 5) Happy pill: sounds innocent and harmless; something that just makes you feel good.
Mescaline: sounds like some sort of chemical or harmful substance.
- 6) Whistleblower: suggest a legitimate informant who is entitled to protection of the law.
Snitch: suggests somebody sneaky and sly who tells tales.

► Write and Present

xiii. **Individual Activity: Author's Purpose**

Assess the point form summaries using the following suggested answers:

1. Teenagers will enjoy the story and learn something from it. ✓ (10)
2. Learners will be inspired by Whitney. ✓ (6)
3. Learners will make decisions and adopt values that allow for success. ✓ (11)
4. Learners will avoid suffering as a result of bad choices. ✓ (10)
5. Learners can avoid destroying their lives. ✓ (6)
6. Learners must make wise choices. ✓ (5)
7. Whitney will be a fictional role model. ✓ (7)
8. Teenagers are encouraged to make wise choices. ✓ (7)
9. Learners can make a success of their lives. ✓ (8)
10. Learners can inspire others to do the same in their own lives. ✓ (12)

Interview excerpt is summarised in 10 points. ✓

Each point is no longer than 12 words. ✓

Number of words used is written at the end of each point. ✓

Learners write in full sentences. ✓ ✓ (10+5)
[15]

xiv. **Class Activity: Writing Process**

Allow your learners to discuss, in pairs, the author's writing process from the interview. Then have a class discussion in which you listen to the writing processes your learners are currently using and guide them towards a process based on the following:

- Research and gather information if necessary.
- Brainstorm for ideas.
- Plan a framework (with a beginning, middle and end).
- Draft your piece of writing.
- Edit and polish your work.

► Review and Reflect

xv. **Individual Activity: Journal Writing**

"The day I started high school - it was terrible/wonderful." OR "Whassup?"

We recommend the learners use small A5 books as a journal. Plan regular opportunities for journal writing, as well as for voluntary sharing of thoughts and observations, for five minutes at the beginning or end of a lesson.

There is a topic or a "Whassup?" for each chapter. Specific topics are related to issues from the book, which affect teenagers today.

The "Whassup?" is an alternative topic option that allows learners to reflect on any other issue that arises or is going on in their own lives.

Let the learners know that the journals are confidential. They are there for their own use to practise writing and to reflect on things that arise during the day and in class. The journals should not be assessed and, for the purpose of this exercise, spelling and grammar can be ignored.

Agree with your learners how often and on what basis you might read their journals. This will depend on your personal and school requirements and the relationship you have with the class. When reviewing journals, use a coloured pen (other than red) and offer informal and insightful comments. Respect the wishes of learners who do not want you to read their journal entries.

Chapters 1 - 2

PLOT

In Chapter one we are introduced to the main characters in the book, Whitney and Lindiwe. The setting is Thembaletu High School, where these two best friends are just starting Grade 8.

From the first day, Whitney has to face some of the challenges of high school – initiation, teasing, and a new nickname. Her friend Lindiwe starts to exert some peer pressure on Whitney to loosen up and have some fun now that she is in high school, and she questions the advice given to Whitney by her favourite teacher from primary school, Mrs Pillay.

Lindiwe's high school journey is the main focus of chapter two, and right away things take a turn for the worse for Lindiwe when she is drawn into a gang of drug users through her new boyfriend, Bongani, at the school's Valentine's Ball. Through the influence of Bongani, his cousin DJ Sam and their friends, Lindiwe tries out smoking for the first time. Meanwhile, an anonymous drug deal adds tension and foreshadowing to the plot.

MAIN CHARACTERS

Whitney Sithelo is the protagonist and main character in the story. She is a fourteen-year-old girl from Thembaletu who is nervous about her first day in high school. We get to know her as an innocent, naive girl who takes a cautious approach to life, and values the advice her favourite teacher, Mrs Pillay, gave her before starting high school. Her insecurity and fragile self-esteem take a knock when she is given the nickname "Grasshopper" and has an embarrassing fall in front of some older boys on the first day of school. She appears to be more responsible than her friend Lindiwe, when she warns her against getting involved with an older boyfriend.

Lindiwe is Whitney's best friend, who comes to Whitney's rescue on the first day of high school. She is more outgoing than Whitney and appears to be more fun-loving and less responsible than her friend. It is important to Lindiwe to be popular, have fun and be part of the in-crowd that gets invited to parties on weekends. She is quick to find a boyfriend in high school, and quick to be influenced by him.

Bongani is Lindiwe's new boyfriend and in Grade 10. Outward appearances are important to Bongani, and his self-esteem and status come from hanging out with his cousin DJ Sam, who is introduced to us as an influential boy in matric who is known to have money and drive a car. Bongani has a manipulative influence on Lindiwe and he convinces her to join his gang of friends as they smoke cigarettes and Tik during the school's Valentine's Ball.

THEMES

Some of the themes that are developed throughout the novel are introduced in these first three chapters.

Friendship: We are introduced to Whitney and Lindiwe's friendship on the first day of high school, as Whitney tries to find her friend before entering the school gate. Lindiwe initially puts her friendship with Whitney above her own popularity when she stands up for her friend who is being teased by a group of boys. However, we also see hints of the friendship being tested when Whitney and Lindiwe hold differing opinions on how best to enjoy life in high school. The potential influence of friendships is touched on when Whitney recalls Mrs Pillay's advice about being careful of the friends you make in high school.

Self-esteem: Whitney's embarrassing first day and new nickname of "Grasshopper" dent her self-esteem. The effect of outside factors on the self-esteem and popularity of teenagers becomes evident as Lindiwe highlights the importance of being "friends with the right people" in order to get invited to parties. Bongani's self-esteem seems to depend on being seen with his popular cousin, DJ Sam, and arriving at the Valentine's Ball in his cousin's pimped ride.

Peer pressure: Early on, we find that Lindiwe exerts some peer pressure on Whitney to start having fun and act more grown-up. Under Bongani's influence, Lindiwe is introduced to smoking and offered drugs for the first time. While she is a bit hesitant at first, she feels pressure to prove herself to Bongani and his friends.

Drugs: Drug abuse is one of the main themes of Whitney's Escape and is introduced in chapter two already when Bongani tells Lindiwe that he feels "like a hit". They find Bongani's cousin DJ Sam and his gang of friends smoking Tik and offer Lindiwe the chance to try it. She refuses, but she does try smoking a cigarette and it is clear to the reader that Bongani's intention is to draw Lindiwe into the drug scene through "small steps". It is evident that Bongani uses drugs to escape the problems he faces at home. Some of the emotional realities of drug abuse are introduced as we read about Bongani looking forward to being "high" for the rest of the weekend, but knowing that his depression will return worse than before by Monday.

Chapter 1

BEFORE YOU READ - ANYTHING TO SHARE?

► Write and Present

1.1. **Individual Activity: Compare and Contrast**

Hand out Activity Sheet 1.1 on p.110. The Venn Diagram is a useful visual aid to help learners to organise and plan their thoughts when they are preparing to do an assignment in which they must compare and contrast two things.

- 1.1.1. Use the information on the activity sheet to explain to your learners how to use a Compare and Contrast Diagram.
- 1.1.2. Either check the activity sheets or ask a few learners to present and explain their diagrams to observe whether they have grasped the idea.

► Read and View

1.2. **Individual Activity: Predict** (*Photocopiable Worksheet Activity*)

Hand out Activity Sheet 1.2 on p.112 and refer to the Prediction Chart regularly during the reading process.

- 1.2.1. Allow your learners to have their own ideas or predictions as long as they seem plausible to the storyline and what has been read up until that point. Encourage the learners to make alterations and have fun predicting what might happen or being kept in suspense by the author.

1.3. **Individual Activity: Flashbacks**

Suggested answers:

- a) Lindiwe and Whitney were friends when they were together at primary school. (p.1)
"Lindiwe was Whitney's best friend from primary school."
- b) Whitney was in Grade 7 last year. (p.1)
"her first day in high school"
- c) Whitney lost her dad to AIDS the previous year. (p.2)
"her dad's death from AIDS"
- d) She had been in a stressful and hurtful relationship with a boy in grade 10 named Lucky. (p.2)
"Short, harrowing relationship she'd had with Lucky, a high school boy who was now in Grade 10."
- e) Mrs Pillay was her favourite teacher at primary school. (p.3)
"'Besides, Mrs Pillay said...'Whitney's voice trailed off as she thought about her favourite teacher from primary school."
- f) Grade 7 was a terrible time for Whitney. (p.3)

- "...prevented her year from turning into a disastrous nightmare."
- g) Mrs Pillay is more than just a teacher to Whitney: she gives her good advice in a loving way. (p.4)
"Mrs Pillay did not offer advice in a preachy sort of way – just in her own easy conversational way."
- h) Lindiwe does not have the same respect for Mrs Pillay as Whitney does. (p.4)
"Who cares what Mrs Pillay says?"
- i) Judging from past events, Whitney needs to be more careful when making important decisions. (p.4)
"She just said I must be careful, that's all"

1.4. **Individual Activity: Character Table: Whitney and Lindiwe**

The information gathered for this activity will be needed later to compare and contrast the characters of Whitney and Lindiwe in Activity 10.5 on p.132.

1.4.1. Assist your learners to update the table regularly using the following as a guideline:

	Whitney	Lindiwe
Chapter 1	<p>She felt grownup in primary school, but felt nervous and insecure, being one of the babies in high school now.</p> <p>She slipped and fell and was called "Grasshopper" because of her thin legs.</p> <p>She didn't like initiation.</p> <p>She saw Lucky, her first ever boyfriend, and thought about him, wondering whether he also thought about her, though he had hurt her so much.</p> <p>Whitney loves and respects Mrs Pillay, their English teacher from primary school. She is Whitney's favourite teacher. She defended Mrs Pillay.</p>	<p>She seemed surer of herself.</p> <p>She was the one who stood up for and rescued Whitney when she fell.</p> <p>Lindiwe told Whitney not to think about Lucky.</p> <p>She reminded Whitney that they were in high school now and had to have some fun, like going to parties.</p> <p>Lindiwe's sister, Zola, said there was a party every week. Lindiwe also told Whitney that her father is never at home and when he was at home, he was always drunk and shouting at them.</p> <p>Lindiwe said that Mrs Pillay probably warned Whitney about the things happening at high school.</p> <p>Lindiwe thought Mrs Pillay said high school was fun and that they should have fun.</p>

► Language Use

1.5. **Individual Activity: Spelling and Vocabulary**

Assist your learners to use word attack skills and context to work out the meanings of the words using the following as guidelines:

- 1.5.1. adjacent: neighbouring, nearby, adjoining
- 1.5.2. entailed: included, meant
- 1.5.3. droves: many, hordes, large groups
- 1.5.4. harrowing: disturbing, upsetting, traumatic, stressful
- 1.5.5. disastrous: terrible, catastrophic, devastating
- 1.5.6. snippets: scraps, bits and pieces

AFTER YOU READ – WHAT DID YOU LEARN?

► Listen and Speak

1.6. **Group Discussion: Friends**

Assess the orals using the rating code below and the following as a guideline:

1.6.1. True friendships can start instantly but they take time to build.

- A good friend is honest.
- A good friend is fun, unique and interesting.
- A good friend is attentive and adaptable.
- A good friend is supportive of you and your goals.
- A good friend is a friend you can trust.
- A good friend makes it clear that they care about you.
- A good friend sticks with you in good times and bad.
- A good friend accepts you for who you are, even when you're being a knucklehead.

1.6.2.

Rating Code	Description of Competence	/ 10
7	Outstanding	8 - 10
6	Meritorious	7
5	Substantial	6
4	Adequate	5
3	Moderate	4
2	Elementary	3
1	Not Achieved	0 - 2

► Read and View

1.7. **Individual Activity: Contextual Questions**

Suggested answers:

- 1.7.1. Her skinny legs. ✓ (1)
- 1.7.2. She tried to run away from the teasing, ✓ but her foot slipped and she fell on the pavement ✓ right in front of the boys ✓ who had been teasing her. ✓ (4)
- 1.7.3. Her best friend, ✓ Lindiwe. ✓ (2)
- 1.7.4. She had made up her mind to enjoy high school, ✓ to have as much fun as possible ✓ and to forget about the problems of the previous year. ✓ (3)
- 1.7.5. To think for themselves, ✓ do what they want ✓ and go to parties. ✓ (3)
- 1.7.6. Accept various answers, ✓ guide them towards the idea that a grownup should be more responsible, not less responsible. ✓ (2)
- 1.7.7.
- 1.7.7.1. criticizing/putting her down/disrespecting (any 1) ✓ (2)
- 1.7.7.2. Yes because Lindiwe does not seem to have Whitney's feelings at heart. ✓ She criticises Mrs Pillay who Whitney loves. ✓ She won't console Whitney about Lucky. ✓ She just wants to go out and have fun. ✓ She is changing from the person she used to be just because she is now in high school. ✓ (any 4). (4)
- 1.7.8. No, ✓ Lindiwe's idea of fun means going to parties ✓ whereas Mrs Pillay's idea probably includes fun out with friends at each other's houses ✓ or at the movies ✓ (accept any 2 alternatives). (3)
- [24]

1.8. **Individual Activity: Story Outline** (*Photocopyable Worksheet Activity*)

Hand out Activity Sheet 1.8 on p.114. Assist your learners to fill in as much information on the sheet as they can at this stage. Return to this sheet at regular intervals to fill in more information as the events of the story unfold.

Suggested points at this stage include:

Whitney's Escape

TITLE: Whitney's Escape

AUTHOR: {Author Name}

TYPE OF STORY: Narrative / Youth Novel

INITIAL SITUATION: The Valentine invitation to Lindiwe from Bongani.

SETTING: Township of Thembaletu, Western Cape. Thembaletu High School

MAIN CHARACTERS: Whitney
Lindiwe

MINOR CHARACTERS: Bongani

CONFLICTS:

PLOT:

LIST EVENTS AS THEY HAPPEN:

SUSPENSE:

CLIMAX:

DENOUEMENT:

► Write and Present

1.9. **Individual Activity: Friendly Letter**

Assess the letters using the rating code below:

Rating Code	Description of Competence	/ 20
7	Outstanding	16 - 20
6	Meritorious	14 - 15
5	Substantial	12 - 13
4	Adequate	10 - 11
3	Moderate	8 - 9
2	Elementary	6 - 7
1	Not Achieved	0 - 5

► Review and Reflect

1.10. **Individual Activity: Journal Writing**

What are your ideas of fun?

Allow your learners to reflect on what happened in the chapter for five minutes at the end of the lesson.

The journals should not be assessed and, for the purpose of this exercise, spelling and grammar can be ignored. Give the learners an opportunity to volunteer to share any of their thoughts at the beginning of the next lesson.