

# Introduction

Dear Educator

This Educator's Guide accompanies the youth novel, *Whitney's Fortune*, published by Voices in Africa. *Whitney's Fortune* is a story for learners in Grade 9 with the primary aim of encouraging entrepreneurship. 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 Fortune* 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 entrepreneurship. This is one of the book's main themes and is achieved through the portrayal of the main character's thoughts and actions in her effort to start a business and escape poverty. The book seeks to inspire and motivate learners to take initiative and responsibility, and to believe in a brighter future.
- The novel portrays 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 the way the main character deals with internal and external conflict within the plot.
- *Whitney's Fortune* 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 poverty and unemployment 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 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 – 6
- Chapters 7 – 9
- Chapters 10 – 12

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 Write
- 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 Fortune* 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.

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# CAPS Approach and Presentation

The Reading Activities in *Whitney's Fortune* 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 (pre-reading, reading and post-reading). 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 – 16 year-olds 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, life-affirming 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 justice, success, love, 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 9 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:

- Pre-reading 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.
- Language-in-context 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.

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# Activity Memoranda

## BEFORE YOU READ THE BOOK

### ► Read and View

#### i. **Individual Activity: Predict: Skim and Scan**

This activity will alert your learners to the surface features of a novel such as title, cover, contents page and chapter layout. It also serves to stimulate interest in what the book is about. Discuss your learners' findings using the following as a guideline.

- a.
  1. A large sum of money (2c) because it is about an entrepreneur, Whitney, who hopefully will make a success of her business. Success (1c) because she was fortunate to have Mr Pillay on her side as well as other important role players who supported her.
  2. Pun (c)
- b. Success in the face of poverty and adversity, entrepreneurship, opportunities
- c. "inspire"; "initiative"; "rise"; "believe"; "brighter".
- d. Yes, because she rises above her circumstances to have a brighter future.
- e. "entrepreneur"; "businessman"; "many years of experience".
- f.
  1. "inspire you"; to realise that the future is in your own hands; Don't let anyone tell you cannot do it (believe in yourself).
  2. "destiny".
  3. False, he is trying to motivate us because he says: "You can do it, and you will make it".
  4. "poverty or circumstances".
  5. The writer wants to place emphasis on them because they are important. Makes it more believable and motivational.
- g. How to be an entrepreneur and how to overcome circumstances that stand in my way.

### ► Listen and Speak

#### ii. **Group Activity: Introduction to Entrepreneurship**

*(Photocopiable Worksheet Activity)*

a.

Hand out Activity Sheet ii on p.101 and organise your learners into groups of three or four. This activity provides an entertaining introduction to entrepreneurship which is the main theme of the novel. Allow your learners to discuss the items on the sheet and then guide their feedback using the following suggested answers to assist you.

Picture 2: We don't always know what we want to do with our lives after school and some adults end up in dead-end jobs that they cannot get out of and often work for very little pay. However, if you are an entrepreneur, you can do what you love, reap all the profits and not be dependent on anybody.

Picture 3: Young people are becoming entrepreneurs. Cartoon uses sarcasm to show that women are also in the forefront of business and are becoming more serious about self-employment.

Picture 4: People often realise what they want to do in life when it is too late. They end up in jobs they hate but never have the courage to change careers because they are too scared to move out of their comfort zones.

Picture 1: When we are young we dream of being like our storybook characters like princesses but as we get older we become more realistic. However, our choice of career changes all the time as we grow up depending on our circumstances but we need to make a final decision and realise that we can change jobs/careers if we want to.

Quotation 2: As children we want careers that sound exciting and dangerous but we actually don't know what the job entails and if we really had to do the job, we would not survive because in reality it is nothing like our fantasy.

Quotation 3: When we are young we have fanciful ideas that are unrealistic or just absurd because we believe we can be anything we want to be. We are not affected by society's expectations at this point.

Quotation 1: As long as we have our intelligence and have our feet planted firmly on the ground, we can be anything we want to be. You don't need wealth or the "right" personality as long as we can think and move around, we are in charge of our lives and therefore also our jobs/careers.

- b. True/False suggested answers:
1. False, you can get a loan from the bank, you can get investors, you can use what is available to you e.g. free internet at school. You can start off very small. Friends could help you to get on your feet.
  2. False. Although they might help. As an entrepreneur you work for yourself and so you don't need to apply for a job where they will need your academic information. You need good grades to be an entrepreneur.
  3. False, although you are still a minor you can have a guardian or family member to sign documentation if you need to. You can sell cupcakes at school and make money for yourself – start with what you have where you are.
  4. False. You can use an existing idea but you need to change it to prevent conflict of interest. Use an existing idea and better it!



## ► Read and View

### iii. **Class Activity: Introduction to Literary Terms**

Answers to matching activity:

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

### iv. **Individual Activity: Introduction to Genre**

This activity will add to your learners' awareness of the great variety of literary forms and their different purposes.

Discuss the following suggested answers:

1. Autobiography because the second book is written about Nelson Mandela by Nelson Mandela. The first book says that it is based on the autobiography.
2. The cover is very colourful, it uses interesting fonts, there is a handdrawn picture of Mandela, Mandela is smiling broadly – happy feel to the book, it is the official picture book.
3. Adults, the picture on the front is quite formal as it is a photograph. The cover includes a comment by Donald Woods, a wellknown journalist.
4. On book one, they have used a dark thick font for his name, but the focus of the book is written in a more informal font. The font on book two is very businesslike and formal as it has straight clean lines.
5. Historical because they are about history or past facts. They could also be inspirational – he persevered on his long walk to freedom.

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

Hand out Activity Sheet v on p.103. 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	Audience	To inform	To entertain	To persuade	Clues from the text	Style of writing – formal/in formal or colloquial?	Other stylistic devices
Buy new Shine shampoo. Guaranteed to bring out the Diva in you! Buy one get one free!	Mostly women, people who buy shampoo			✓	Shine Shampoo to make it memorable Buy one get one free –	Colloquial "Diva"	Alliteration appeal to our sense of saving money
To The Manager of Game. I was shocked at the service from your staff at the tills: they were unhelpful and rude.	Manager of the store	✓			shocked	Formal as it is a complaint	Emotive words
The Theatre presents a children's Christmas Story.	Adults and children who enjoy watching plays.	✓		✓	35 December. 3pm	Informal	Gives time and dates
Mob angered by police brutality	Adults/ people who are interested in news events	✓			Mob angered by police brutality	Formal – a newspaper article	Headline: Not written in a full sentence
Beat the mixture for 3mins on high before adding the egg and milk.	People who bake or cook	✓			Beat the mixture	Formal	Written in command form as it is a recipe
What is brown and sticky? A stick!	Children more likely but also adults		✓		Stick and sticky	Colloquial	Uses a pun
She could hear footsteps behind her. Was it just her imagination? Well, she was not going to hang around and find out!	People who enjoy suspense stories				She could hear footsteps behind her Find out!	Informal	Short sentences Punctuation to bring emphasis across

vi. **Class Activity: Types of writing** (*Photocopiable Worksheet Activity*)

Hand out Activity Sheet vi on p.105. 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) Narrative
- 4) Argumentative
- 5) Descriptive

b. Narrative and descriptive. It tells the story of how Whitney decides to overcome the hardships she is experiencing by starting her own business.

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

Let the learners do the activity alone (5 minutes) 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.
- 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, as 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 (denouement) of loose ends after a climax is just as important as the climax itself.
- f. True. These events create conflict in the lives of the characters and form part of the rising action of the plot.
- g. True. Subplots add to the interest and illumination of the main plot. A plot can include more than one climax.

## ► Review and Reflect

### viii. **Individual Activity: Journal Writing**

"What I want to be when I leave school." 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.

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# Chapters 1 - 2

## PLOT

Chapter one begins with a scene involving the main antagonist of the story, Thembeke. While the reader does not yet know that Thembeke is the main antagonist, there are some hints about her character and intentions in the way she speaks about possible competition, which foreshadows what is to come.

We are introduced to the main character, Whitney Sithelo, and we learn that she is in Grade 9. During class, she reflects on her problems at home and we discover that her single mother has lost her job – the family's only source of income. The family is plunged into poverty and we read how they struggle to survive. Whitney's mother is unable to secure UIF-benefits or a social grant, and Whitney comes to rely on meal vouchers at her school in order to get at least one decent meal per day.

The headmaster introduces a new award for Entrepreneur of the Year, and encourages the learners to become entrepreneurs. Inspired by this, Whitney decides that she must do something to help her mother and get the family out of poverty. She decides on an ambitious plan to start offering township tours, but her best friend Lindiwe tells her it will never work.

## MAIN CHARACTERS

**Whitney Sithelo** is the protagonist and main character in the story. She is a fifteen-year-old girl in Grade 9 at Thembaletu High School. We get to know her as a compassionate girl who feels empathy for others who endure hardship. When her mother loses her job and the family is left without income to buy food, Whitney's life is plunged into crisis. While poverty and hardship generate emotions of fear, anxiety and depression, Whitney is not a girl who just sits back and does nothing when she faces challenges. She becomes determined to do something about it and get out of poverty. We get a glimpse of her ambition and initiative in the way she responds to the headmaster's challenge to become an entrepreneur, and she comes up with an idea that seems much too big for her.

**Thembeke Bungu** is the owner of Thembeke's Township Tours and the main antagonist in the story. She only features briefly in the first chapter, and we get to know her as a ruthless businesswoman who will not tolerate any competition. She is proud of her achievements and we learn that she is the only person offering township tours in Thembaletu.

**Mrs Sithelo** is Whitney's mother. She is a widow who lost her husband to AIDS, and when she loses her job and her only income, it hits her hard. She is concerned about her ability to provide for Whitney, and shows initiative by immediately applying for a social grant.

**Lindiwe** is Whitney's best friend. She is interested in boys and is quick to ask Whitney for details whenever her friend had any contact with a boy in class. She encourages Whitney when she feels down, but she is also quick to pull down Whitney's idea of offering township tours, and tells her it won't work.

**Simphiwe** is a quiet boy in Whitney's class. We learn that he relies on meal vouchers and that other boys make fun of him, which causes Whitney to feel sorry for him. When Whitney gets to know him better, she is pleasantly surprised to find that below the shy exterior, Simphiwe is a different person. He is intelligent, well-spoken, confident and ambitious. His maturity shows in his kindness and compassion toward Whitney as well as the way he responds to the challenges of poverty and being teased by others.

## THEMES

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

**Friendship:** Whitney and Lindiwe's friendship is very important to both of them, and in chapter one we find Lindiwe consoling and encouraging Whitney after she finds out about her mother's retrenchment. In chapter two, Lindiwe informs her friend rather bluntly that her business idea won't work, telling her that she is getting carried away. Lindiwe demonstrates that a friend can sometimes be encouraging and other times discouraging. The theme of friendship is also addressed through Simphiwe, a quiet boy with few friends. When Whitney gets to know him better, she is pleasantly surprised by what she finds below the surface, and feels that she has made a new friend.

**Appearances:** Thembeke demonstrates a competent and professional appearance on the outside, but there is a hint of nastiness in the way she speaks about possible competition. Simphiwe appears to be a quiet, insecure introvert, but below the shy exterior is an intelligent, confident, mature and ambitious young man. As Whitney gets to know him, she discovers that you cannot judge a book by its cover.

**Poverty and hardship:** The story begins with a township scene, and we find the tourists commenting on the terrible poverty they notice. Thembeke explains to the tourists how the locals survive in conditions of terrible poverty. Mrs Sithelo loses her job and tries, unsuccessfully, to apply for a social grant. The reader can sense the hopelessness of the situation and is left wondering how the Sithelo family will be able to survive. Simphiwe comes from a poor background and relies on meal vouchers at school. Other boys make fun of him over this.

**Entrepreneurship:** This is the main theme of Whitney's Fortune and is introduced in the first scene already when Thembeke explains to the tourists what local entrepreneurs do to earn some money, explaining that "where there is a will, there is always a way". She also explains how she started her own business. Mr Dumiso, the headmaster, introduces an award for Entrepreneur of the Year. He explains the qualities of a successful entrepreneur and inspires the learners to become entrepreneurs. A lively discussion between Whitney, Lindiwe and Simphiwe highlights one of the first challenges of a successful entrepreneur – finding a business idea that will work.

# Chapter 1

"Identify your problems but give your power and energy to solutions."  
- Tony Robbins

## BEFORE YOU READ - ANYTHING TO SHARE?

### ► Review and Reflect

#### 1.1. Individual Activity: Journal: Desperate Situation

Allow your learners to record their thoughts for five minutes at the beginning of the lesson.

The journals should not be assessed and, for the purpose of this exercise, spelling and grammar can be ignored.

## WHILE YOU READ – CHECK YOUR UNDERSTANDING

### ► Read and View

#### Individual Activity: Comprehension Questions

1.2.

Suggested answers:

- 1.2.1. Rent out shacks; ✓ start a small business like a hair salon; ✓ informal traders selling fruit at the side of the road; ✓ receive social grants. ✓ (4)
- 1.2.2. Thembeke heard about township tours offered in Soweto and decided to start it in her area because there was a gap in the market. She partnered with a local minibus taxi owner who could help transport her tourists around. (5 marks for content + 5 marks for language use) (10)
- 1.2.3. If you really want to do something you will find a way of doing it. ✓ ✓ (2)
- 1.2.4. She is very stubborn ✓ "Yes, and I intend to keep it that way"; she does not like competition ✓ "There are not enough tourists to support two companies doing the same thing"; she is arrogant ✓ "Nobody will try to compete against me". (4)
- 1.2.5. She would get the community against them ✓ and they will help her to close the new competitor down. ✓ (2)
- 1.2.6. Nasty, malicious ✓ and threatening ✓ because she will do whatever it takes to make her business succeed. ✓ (3)
- 1.2.7. Whitney is going to have some difficult times ✓ but she will be successful ✓ because the back cover says "Whitney's story will inspire young people to take initiative, ✓ rise above their circumstances and believe in a brighter future" ✓ (4)

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## ► Language Use

### 1.3. Individual Activity: Vocabulary

Solution:

1 L	9 B
2 I	10 K
3 A	11 F
4 M	12 D
5 J	13 H
6 O	14 G
7 C	15 E
8 N	

### 1.4. Individual Activity: Word Search: Exposition (*Photocopiable Worksheet Activity*)

Hand out Activity Sheet 1.4 on p.107 and discuss the exposition aspect of the Plot using the following solution:

U	N	E	M	P	L	O	Y	E	D	D	S	K	L	A	L	S	T	Y	G	E
R	A	S	E	R	T	Y	E	W	Q	U	I	L	D	I	L	E	A	C	B	I
T	S	O	P	U	L	I	O	L	Y	T	O	M	P	A	F	E	R	T	Y	R
O	D	T	Y	I	O	P	A	S	D	U	I	D	B	E	N	E	F	I	T	S
R	E	C	E	S	S	I	O	N	E	N	F	K	L	M	G	F	E	S	H	M
W	E	Z	C	S	E	N	O	T	L	O	U	P	S	B	V	Y	E	K	I	T
E	N	L	O	L	H	M	O	A	O	P	Y	G	U	J	O	B	D	M	N	O
R	L	O	B	R	E	A	D	W	I	N	N	E	R	P	O	L	I	N	G	S
T	A	I	L	A	R	Y	S	E	D	I	H	I	V	L	O	S	N	K	A	F
Y	I	H	T	G	J	E	L	E	J	F	U	N	I	M	P	Y	G	L	A	P
U	C	M	G	O	O	D	T	I	P	L	O	N	V	M	A	N	S	A	E	J
I	E	N	I	S	B	J	I	R	A	G	T	H	E	R	K	L	C	O	E	M
O	P	V	U	S	I	T	I	R	E	P	I	L	O	P	M	Y	H	E	S	T
L	S	A	L	A	R	Y	K	L	I	N	G	P	O	H	P	T	E	T	R	Y
W	U	O	P	N	O	A	D	E	U	K	C	L	P	R	B	U	M	N	K	P
A	H	I	L	P	I	N	D	U	H	U	I	H	S	A	C	K	E	V	I	T
S	J	O	L	M	A	S	T	Y	I	L	O	W	M	F	I	R	K	L	O	T
R	A	N	V	O	U	C	H	E	R	S	Y	S	T	E	M	P	O	R	N	G
T	W	E	R	A	T	Y	H	B	I	O	L	P	A	E	N	A	G	H	T	O
E	A	D	S	M	B	O	P	I	N	G	J	U	L	N	K	T	O	P	T	R

## AFTER YOU READ – WHAT DID YOU LEARN?

## ► Read and View

### 1.5. Individual Activity: Plot: Exposition: Summary

Use the notes in the activity to explain exposition as an aspect of plot based on the following examples:

- 1.5.1.
- Introduction to Thembeke's Township Tours, the township and the owner, Thembeke
  - Introduction to Whitney, who is not concentrating in class because she is worried about how they will cope now that her mother has lost her job.
  - Whitney shares her worries with her friend Lindiwe.
  - Mrs Sithelo, Whitney's mother, is unsuccessful in her application for a social grant.

1.6. **Individual Activity: Contextual Questions**

Suggested answers:

- 1.6.1. Mrs Sithelo was working as an admin lady at a food manufacturing company. She was retrenched from her job and was now unemployed. ✓ ✓ (2)
- 1.6.2. Whitney hoped that she would not have to apply for meal vouchers. ✓ There were some teenagers who looked down on those who made use of the meal service and made fun of them, ✓ but Whitney felt sorry for them. She knew that for some of those kids it was their only meal for the day. ✓ (3)
- 1.6.3. Other boys sometimes teased him about it, and this made him even more shy and withdrawn. ✓ He said very little in class, but he always did well academically and seemed more interested in school work than in being popular. ✓ Whitney felt sorry for him and wondered why teenagers who worked hard and did well at school were often not very popular. ✓ (3)
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► *Review and Reflect*

1.7. **Individual Activity: Journal Writing: Friends and Self-respect**

What would you do to be a good friend?

- 1.7.1. Highlight loyalty, commitment, tolerance, acceptance, listening, keeping confidences, not making fun of someone, not being a bad influence but a good influence.
- 1.7.2. a. Human dignity  
Everyone has inherent dignity and the right to have their dignity respected and protected.  
Encarta dictionary - dignity: self-respect, worthiness.  
Self-respect: a proper sense of pride and self-respect (refer to the Bill of Rights which is included).
- b. Everything that you do will be done to the best of your ability. At the end of the day, a person has to live with himself or herself.

Give your learners the opportunity to volunteer to share any of their thoughts at the beginning of the next lesson.

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