

TEACHER'S GUIDE

Grade 11

English Second Additional Language

by

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for

A tale of two fathers

by

Dave Phallas

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Introduction

Reading a novel like *A Tale of Two Fathers* might seem to be just about reading, but a study of the book can help learners to achieve all four of the Learning Outcomes (LOs) as stated in the outcomes-based education (OBE) policy document, that is, the National Curriculum Statement (NCS).

The National Curriculum Statement and the story

We have designed this guide for use in Grade 11 for Second Additional Language (SAL). In SAL, there is more emphasis on speaking and listening, and less on writing, in comparison with Home Language (HL) and First Additional Language (FAL). As the teacher, you can select questions and activities in each section according to what you want to give your learners practice in, and according to what you want to assess.

It is important to remind yourself of the LOs and Assessment Standards (ASs) that relate to a study of this novel. We give the *relevant* ASs below, rather than all that are listed in the NCS.

Our numbering system

Please note that our numbering system differs to the conventional system, which follows the order given in the NCS: our system allocates letters to only the relevant ASs covered in this guide. In the following list the *main points* of each AS have been numbered as per the NCS; however, further on in this guide only the *specific letter* is given. The lists on the following pages should be used as a reference to look up the AS number and descriptions. Page references for the NCS have also been provided, but only the descriptions used here will correspond, not the order or allocated letters.

1. LO1: Listening and Speaking: The learner is able to listen and speak for a variety of purposes, audiences and contexts. We know this when the learner is able to:

AS 1: demonstrate knowledge of different forms of oral communication for social purposes, by being able to:

- a. comment on experiences, make prepared and unprepared responses, read aloud and tell a story
- b. interact in group discussions, expressing ideas and opinions and listening to and respecting those of others, while engaging with familiar issues
- c. make a short prepared speech or presentation
- d. give and follow straightforward directions and instructions

AS 2: demonstrate planning and research skills for oral presentations, by being able to:

- e. research a familiar topic by referring to a range of sources with assistance
- f. organise material by choosing main ideas and relevant details or examples for support
- g. prepare adequate introductions and conclusions
- h. incorporate appropriate visual, audio and audio-visual aids such as charts, posters, photographs, music and sound

AS 3: demonstrate the skills of listening to and delivering oral presentations, by being able to:

- i. deliver oral presentations, using appropriate rhetorical devices like rhetorical questions, pauses and repetition, voice projection, eye contact and gestures
- j. listen and respond to familiar questions for clarification
- k. demonstrate growing comprehension of oral texts by making notes, checklists, summaries or by retelling

AS 4: demonstrate critical awareness of language use in oral situations, by being able to:

- l. begin to distinguish between fact and opinion
- m. use appropriate style and register to suit purpose, audience and context
- n. comment on language use and motivate with evidence
- o. recognise the relationship between language and culture
- p. recognise and challenge obvious emotive and manipulative language such as in propaganda and advertising.

In the NCS, the above LO and ASs appear on pages 15, 17 and 19.

2. LO 2: Reading and Viewing: The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts. We know this when the learner is able to:

AS 1: demonstrate various reading and viewing strategies for comprehension and appreciation, by being able to:

- a. read and view for understanding
- b. evaluate critically
- c. respond to a wide range of texts
- d. ask questions to make predictions
- e. skim familiar texts for information by reading titles, introductions, first paragraphs and introductory sentences of paragraphs
- f. scan familiar texts for specific information
- g. summarise the main ideas of familiar texts in point form or sentences
- h. work out the meaning of unfamiliar words in familiar context
- i. reread, review and revise to promote understanding

AS 2: explain the meaning of a range of written, visual, audio and audio-visual texts, by being able to:

- j. find information and detail in texts
- k. explain the viewpoint of the writer or of characters in the story and give supporting evidence from the text

- l. explain figurative and rhetorical devices such as metaphor, symbol and contrast
- m. explain the writer's conclusions and compare with their own
- n. give personal responses to texts

AS 3: recognise how language and images may reflect and shape values and attitudes, by being able to:

- o. explain obvious socio-cultural/political values, attitudes and beliefs in familiar texts such as attitudes towards gender, power relations, human rights and environmental issues
- p. explain ideas and themes in texts

AS 4: explore key features of texts and how they contribute to meaning, by being able to:

- q. explain the development of features such as plot, subplot and character
- r. explore messages and themes and relate them to the text as a whole
- s. explain how background and setting relate to character and/or theme
- t. explain the use of dialogue and action.

In the NCS, the above LO and ASs appear on pages 21, 23 and 25.

3. LO 3: *Writing and Presenting*: The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts. We know this when the learner is able to:

AS 1: demonstrate planning skills for writing for a specific purpose, audience and context, by being able to:

- a. identify the specific purpose such as narrating, explaining, informing and describing
- b. identify and explain types of text to be produced such as imaginative, informational, creative and transactional

- c. decide on and apply the appropriate style and format of texts
- d. research topics from a variety of familiar sources
- e. locate and integrate information from familiar sources and organise ideas using techniques such as mind maps, diagrams, lists of key words and flow charts

AS2: demonstrate the use of writing strategies and techniques for first drafts, by being able to:

- f. use the main and supporting ideas from the planning process
- g. identify and use appropriate figurative language, words, descriptions, colour and placement
- h. use a variety of sentence lengths, types and structures
- i. apply paragraph conventions like topic sentences, introduction and conclusion to improve coherence
- j. use logical connectors such as conjunctions, pronouns, adverbs and prepositions to improve cohesion

AS 3: reflect on their own work, considering the opinion of others, redraft and present, by being able to:

- k. use set criteria to evaluate their own and others' writing
- l. refine word choice and sentence and paragraph structure and eliminate obvious errors and offensive language
- m. show sensitivity to human rights and other issues
- n. prepare a final draft by proofreading and editing
- o. present the final draft paying attention to the appropriate style.

In the NCS, the above LO and ASs appear on pages 27, 29 and 31.

4. LO 4: Language: The learner is able to use language structures and conventions appropriately and effectively. We know this when the learner is able to:

AS 1: identify and explain the meanings of words and use them correctly in a range of texts, by being able to:

- a. demonstrate a knowledge of aspects like:
 - i. spelling of commonly-used words and abbreviations
 - ii. prefixes and suffixes to explore the formation of words
 - iii. gender, plurals and diminutives
 - iv. comparative and superlative degrees of adjectives and adverbs
 - v. some complex compound words
 - vi. homophones, homonyms, synonyms and antonyms

AS 2: use structurally sound sentences in a meaningful and functional manner, by being able to:

- a. use verb tenses and verb forms to express time and mood accurately
- b. recognise the main verb in a sentence
- c. use:
 - i. modals correctly in familiar contexts
 - ii. simple, complex and compound sentences with acceptable clauses and phrases
 - iii. different sentence structures like statements, questions, commands and instructions
 - iv. active and passive voice appropriately
 - v. direct and indirect speech correctly
 - vi. concord
 - vii. punctuation to clarify meaning
 - viii. different types of pronouns
 - ix. figurative language like idioms, idiomatic expressions and proverbs appropriately
- d. translate sentences from target language into home language and vice versa

AS 3: develop critical language awareness, by being able to:

- a. understand that words can be used with different connotations
- b. explore how language positions the learner by hidden messages

- c. identify and challenge emotive, persuasive, manipulative and insensitive language.

In the NCS for Second Additional Language, the above LO and ASs appear on pages 33, 35 and 37.

A study of *A Tale of Two Fathers* can help learners to achieve all of these outcomes and standards.

Assessment

In OBE, assessment entails more than simply a final exam for the sake of promotion to the next grade. Assessment is continuous: you should use it often and regularly to help you to monitor your learners' understanding and progress. Also, the learners need to gauge their own ability and progress, as well as that of their classmates. The great variety of activities involved in a study of *A Tale of Two Fathers* will yield a wealth of material that you can include in the learners' portfolios.

You need to make sure that learners understand the assessment – they should know what will be tested, and how, and to what purpose. Obviously, you cannot assess every learner at the same time, but you can concentrate on various individuals or groups from day to day.

Informal assessment

The assessment that you record in the learners' portfolios includes oral, written and performance assessment. It can involve the following:

- **Self-assessment:** Tell learners what is expected of them, and ask them to judge their own success. For example, in *A Tale of Two Fathers*, you can ask learners to summarise the main events of an episode or chapter, to write a point-form description of a character, or to identify the main themes. At the beginning, you can tell them that this is not an easy process, but that they will improve their skills in this area each time they do this type of task. This way of monitoring themselves is

an important part of learning and, when learners have written it down, you can take it into account in your final assessment.

- **Peer assessment:** Using a checklist or rubric, learners assess each other. This will be particularly appropriate when learners report the findings of their discussion group to the class, or report the results of research that you asked them to do on the background to the story. Before setting a question such as “Do you think the character had a good reason for what he was doing?”, you should tell the learners that one member of each group will be chosen to report the group’s conclusions. You will give the rest of the class an assessment form with a checklist of what to listen for. This activity of peer assessment helps learners to evaluate others’ performance, and to evaluate and improve their own.
- **Group assessment:** Working successfully in groups is one of the Critical Outcomes (COs) stated in the NCS document, so learners should know that you are observing and judging this ability as they discuss questions that you set them on the novel and, together, formulate written answers. You need to evaluate the process as much as the product. In other words, the social skills that learners use to reach the outcome and standard are as important as the outcome and standard themselves. Learners should demonstrate an ability to cooperate, assist one another and combine their individual contributions.

As with the other types of assessment, you must tell learners beforehand what you are looking for. To use the example above, you are not only interested in the learners’ conclusions about whether or not the character had a good reason for what he was doing, but also in how each group reaches that conclusion. Do they all talk? Do they cooperate and share information? Do they help those in the group who are struggling with the content or concepts in the story?

Formal assessment

The three types of assessment that we discuss above are **observation-based** – they rely on you observing your learners, and on your learners observing themselves and each other. There is also **test-based** assessment –

it relies on you testing your learners. It is more formal, and it produces specific scores for each learner. Here, too, you must tell learners beforehand what will be tested, when and how.

You can record this type of assessment using the following tools:

- A **rating scale**. This tool uses a symbol (A, B, C, etc.) or a mark (6 out of 10, or 60%) that is linked to a description of the skills or competences required. The NCS uses a seven-point scale, as follows:

Code	Description of competence	Marks (%)
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

You can adapt this for whatever skill you are testing, and use it for self-assessment, peer assessment, group assessment or final assessment. Here is an example, in which we assess the learners' ability to answer questions (LO1 AS a: to make unprepared responses).

Code	Ability to answer the class's questions	Marks (%)
7	<i>Outstanding</i> – answered all questions clearly; questioners were 100% satisfied	80–100
6	<i>Meritorious</i> – answered most questions clearly; some questioners were not satisfied	70–79
5	<i>Substantial</i> – answered more than half the questions clearly; more than half the questioners were satisfied	60–79

4	<i>Adequate</i> – about half the questions were answered; about half the questioners were satisfied	50–59
3	<i>Moderate</i> – some answers were clear, and some questioners were satisfied	40–49
2	<i>Elementary</i> – only a few answers were clear; only a few questioners were satisfied	30–39
1	<i>Not achieved</i> – most questions were not clear; most questioners were unsatisfied	0–29

- **A task list or checklist.** This is a list of statements describing the expected performance in a particular task. These lists are especially useful in peer and group assessments. When the learners have satisfied the criterion, you or the learner can tick off the statement. Here is an example:

I have:	Yes/No
Projected my voice well	
Made eye contact	
Made effective pauses and repetitions	
Explained my ideas clearly	
Used effective visual aids	
Understood the story	
Understood the characters	
Understood the ideas in the story	
Used grammar correctly	

- A **rubric**. This is a combination of rating codes and descriptions of standards. It can provide broad descriptions or more detailed ones, using the NCS scales. Here is an example:

Codes and criteria	Outstand- ing	Merit- orious	Substan- tial	Adequate	Moderate	Elemen- tary	Not achieved
Voice projection							
Eye contact							
Pauses and repetitions							
Explanation of ideas							
Understanding the story							
Understanding of the characters							
Understanding of the ideas in the story							
Grammar							

The process of assessment

You should have some planned progression in the way that you assess, and record your assessment of, learners' competences. The level at which you do this, and just how far you can go in developing and broadening their skills, will depend on the level and mix of your learners. For example, in assessing learners' skills in oral presentation, you could assess one or two aspects at a time, remembering always to tell learners what you are listening for. Referring to the table above, you could assess voice projection and eye contact on one occasion, the use of pauses and repetitions on the next, clarity of explanation on the next, and so on.

In assessing learners' ability to read one chapter of the book, you could assess their ability to follow and understand the events, then character, then theme and then issues, or you could assess their ability to recount the events, then describe the characters, then describe and comment on the themes, and so on. Assessment of these different stages could happen over days or weeks, or longer. Some groups may never get beyond plot and character, others will move quickly through those, and through themes and issues, and happily tackle the creative writing activity that you may set for them.

Learners with barriers to learning might need your particular attention. If the barriers are physical, such as difficulty in seeing, hearing or speaking, you should do the obvious things like seat the learner in an appropriate position in the class, and get expert help. You and the class can help learners with limited conceptual capacity. You can arrange work done in pairs or small groups in such a way that the weaker learner has a peer mentor. You can make many questions simpler and easier to understand by asking "Why?" For written tasks, you can give suggestions, or "scaffolding", which is part of the answer in point form or the first point of each paragraph. You can assess weaker learners on smaller parts of the work, or on simpler types of questions and activities. Finally, you should always look out for areas in which weaker learners shine, because frequently they have **compensatory skills**. You need to recognise and reward these skills.

Suggested procedure for studying the book

You can ask learners to read the book at home, with a set deadline, and you can begin the study of the book after this. Alternatively, and preferably, you can set short sections for them to read each day at home, and read the important parts again in class. You need to give learners the best possible chance of a meaningful encounter with the text so that they can talk and write about their own experience of it (LO 2 AS n: to give personal responses to texts).

Before setting the reading for homework, you can find out what learners expect, or predict, about the story (LO 2 AS d: to ask questions to make predictions). Suggest that learners read the first few lines or look at the picture on page 3, and ask them:

- What do you think is happening in this picture?
- What do you think will happen in this chapter?

Alternatively, if learners are reading in class, you can interrupt the reading at the end of the first or second paragraph, or at the end of the first page, and tell learners to close their books. Then ask them these questions:

- What is happening here? What do you think is going to happen in this chapter? (LO 2 AS d: to ask questions to make predictions.)
- How do the characters feel? How do you know? (LO 2 AS e: to skim for main ideas; AS f: to scan for specific information; AS k: to explain the viewpoint of the writer or characters in the story.)

The object of the interruption and questions, like that of the pre-reading questions, is to stimulate interest in the story: by asking questions that cannot be fully answered at this stage, you invite speculation, prediction and guessing. Learners will then be keener to read the story to find out whether they were right.

Studying the book in short sections like this, each day learners can discuss and write about material that is still fresh in their memory. This is how we structure the activities in this guide – dealing with a few sections at a time to:

- **Check content and understanding** (LO 2 AS a: to read and view for understanding; AS c: to scan for specific information).
- **Study** the following:
 - *Plot* (LO 2 AS e: to skim for main ideas; AS q: to explain the development of features such as plot and subplot).
 - *Characters* (LO 2 AS q: to explain the development of features such as character).
 - *Themes* (LO 2 AS r: to explain messages and themes; AS s: to explain how background and setting relate to character and/or theme).
 - *Issues* (LO 2 AS o: to explain obvious socio-cultural and political values, attitudes and beliefs in familiar texts).
 - *Interesting language* (LO 4: to identify language structures and conventions; AS f: to understand that words can be used with different connotations; and AS g: to explore how language positions the learner by hidden messages).
 - Consider some **broader and more personal questions**.
- Suggest some **creative writing** topics.

It is probably better for you and your learners to spend more time in the earlier sections discussing and writing about character, themes, issues and language, and less time in the later parts, as the playing out of events becomes more interesting. When learners are wondering what will happen in the end to Thato or Benny, or where Thato will live after his grandmother dies, you should try not to hold things up by having too much discussion – let learners enjoy finding out what comes next.

Assessment

You can jot down comments about the learners' ability to make personal responses.

If you have good readers in the class, they can share the reading with you (LO 1 AS a: to read aloud). You can note down an assessment of learners' reading ability.

You could use a rubric like the following:

Criteria	7	6	5	4	3	2	1
Voice projection							
Eye contact							
Pauses reflect punctuation							
Stress reflects meaning							
Pronunciation							
Understanding of what was read							

You can transfer your assessment to a rating scale like the following:

Code	Ability to read aloud	Marks (%)
7	Outstanding – excellent voice projection, eye contact, pauses, stress, pronunciation, understanding of what was read	80–100
6	Meritorious – very good in all aspects	70–79
5	Substantial – good in all aspects	60–79
4	Adequate – good in most aspects	50–59
3	Moderate – acceptable in some aspects	40–49
2	Elementary – unacceptable in most aspects	30–39
1	Not achieved – unacceptable in all aspects	0–29

Checking content and understanding

You can have learners do the short questions to check content and understanding orally or in writing (LO 2 AS a: to read for understanding; AS e: to skim for main ideas; AS f: to scan for specific information; AS h: to work out the meaning of unfamiliar words). SAL learners in particular will benefit from writing simple answers to the simple questions, thus consolidating their spelling and vocabulary, and gaining confidence. To assess learners, you could make corrections and suggestions, and also note down persistent errors or significant improvements to add to their portfolios.

You can set the questions to the class as a whole (LO 1 AS a: to give unprepared responses), or to be discussed in pairs or groups, with a report-back of the conclusions that they reached (LO 1 AS b: to interact in group discussions, expressing ideas and defending opinions, listening to and respecting those of others, while engaging with familiar issues; AS i: to deliver oral presentations). To assess learners, you can move around from group to group, noting down how well learners listen to each other, express ideas and defend their opinions.

Assessment

You can assess them using the following rubric:

Criteria	7	6	5	4	3	2	1
Expressed opinions							
Expressed ideas clearly							
Defended opinions							
Listened to others							
Respected others							
Followed up on others							
Engaged cultural issues							
Engaged socio-political issues							
Used grammar correctly							

Studying plot, characters, themes, issues and interesting language

Once you have checked learners' understanding, you can ask them to give a summary of the main points or main events of the section that they have just read – in other words, the **plot** (LO 2 AS e: to skim for main ideas; AS q: to explain the development of features such as plot and subplot).

Next, ask learners to summarise what each **character** does, and what this shows about their personality and nature (LO 2 AS k: to recognise the point of view of the characters; AS q: to explain the development of features such as character). A study of character is most important and interesting when we are introduced to the person, and we need to know what kind of person this is. As the book progresses, our interest shifts from character to the playing out of the character as seen in the events. At different points in the study of the book, you can ask for a more detailed character sketch of one of the characters. Learners can choose a minor character, for example Lefu. Minor characters usually don't have a great influence on the events of the story, but they are interesting to study nonetheless.

Major characters are the main focus of interest; they influence events significantly and they appear often. Obvious main characters are Thato, uncle Toma, Grandma and Benny, while less obvious ones, like Thato's mother, Pulane, are of importance in some parts of the story only. You could ask learners to do a character description of a major character as a homework task over several days – this would be an effective way of reviewing the book. Learners could also use it as the basis of a personal, critical response, which we provide in the section "Some broader questions" towards the end of the guide.

Next, ask learners about the **themes** (LO 2 AS p: to explain ideas and themes; AS s: to explain how background and setting relate to character and/or theme), and any interesting **issues** (LO 2 AS o: to explain obvious socio-cultural and political values, attitudes and beliefs in familiar texts).

Pair or group discussion

Learners can do all of these – plot, character, themes and issues – in pair or group discussion (LO 1 AS b: to interact in group discussions, expressing ideas and defending opinions).

Assessment

You can move around from group to group, noting down how well they listen to each other, express ideas and defend their opinions.

Report-back on the discussion

At the end of the discussion comes the report-back. Appoint one learner in each pair or group to report their findings and conclusions. In effect, these are short presentations, which are extremely important for assessment (LO 1 AS i: to deliver oral presentations, using appropriate rhetorical devices like pauses and repetitions, appropriate tone, voice projection, eye contact and gestures; AS j: to listen and respond to questions; AS l: to begin to distinguish between fact and opinion; AS n: to comment on language use and motivate with evidence; AS o: to recognise the relationship between language and culture; AS p: to recognise and challenge obvious emotive and manipulative language such as in propaganda and advertising; LO 2 AS g: to be able to summarise the main ideas of familiar texts; AS j: to find information and detail in texts; AS k: to explain the viewpoint of the writer or characters in the story; AS n: to explain obvious socio-cultural and political values, attitudes and beliefs in familiar texts; AS q: to explain the development of features such as plot, subplot and character; AS p: to explain ideas and themes; AS s: to explain how background and setting relate to character and/or theme; AS t: to explain the use of dialogue and action; LO 3 AS e: to locate information and organise ideas using techniques like mind maps, diagrams, etc.; LO 4: to use language structures appropriately and correctly, particularly AS aiv: comparative and superlative degrees of adjectives and adverbs; AS b: to use verb tenses and verb forms to express time and mood accurately; AS div: to use active and passive voices appropriately; and AS dvi: to use concord).

Assessment

Give learners an assessment sheet or checklist so that they can assess each other, and so that you can assess them. Remember to share the criteria, that is, explain to learners clearly beforehand the aspects that you will be assessing. You could use the checklist to check your own assessment and also to gauge learners' understanding of the skills needed for giving presentations.

You can adapt the following example to suit the discussion.

The learner:	Yes/No
Used simple sentences.	
Used complex sentences.	
Used compound sentences.	
Used a good mix of all three.	
Mixed short and long sentences well.	
Used conjunctions for cohesion.	
Used pronouns for cohesion.	
Used adverbs for cohesion.	
Used prepositions for cohesion.	
Used grammar correctly.	

Written work

You can also ask for answers to be written down, either in class or at home (LO 3 AS a: to identify the specific purpose such as narrating, explaining, informing and describing; AS d to o; LO 4 all ASs).

Assessment

Use the written answers for peer assessment, and also take in and mark them – not only to help learners to see where and how they can improve their writing, but also so that you can record a score. Again, you need to tell the learners how you will be rating their writing before they write.

You can adapt this rubric to the particular activity:

Criteria	7	6	5	4	3	2	1
Good planning							
Variety of sentences							
Good paragraphing							
Good logical connectors							
Grammatical correctness							
Verb tenses and forms							
Concord							
Understanding of implications							

You could also use the NCS scale of achievement for learners to make an overall assessment of their peers’ writing (see page 15 of this guide).

You can now examine **interesting language**, but you need to be sensitive about this. Do not spoil your learners’ enjoyment of a chapter by using it purely for grammar exercises. Language issues should come up naturally, as part of the discussion of the story.

Considering broader questions, and creative writing

You can proceed to broader questions, and creative writing. The idea of **broader questions** is to show the connection between the subject matter of the book and the wider community and world in which learners are living. The idea of more personal questions is to evoke a personal response (LO 2 AS n: to give personal responses to texts), which stimulates learners to see how issues in the book are relevant to them, and could be instructive. **Creative writing** challenges learners to use the book as a starting point, and then to exercise and develop their creative ability by writing something that is related.

You can pose the broader questions and the creative writing activities

as learners study each section of the novel, or you could leave them until learners have finished the book. All the ASs of LO 3 apply here, too.

Summary of suggested procedure

Here is a summary of the suggested procedure. For all of the questions, always remember to ask learners to back up their answers with references to the text.

- Read a section.
- To check content and understanding, ask short questions that require short answers.
- Ask questions for longer answers about:
 - plot
 - character
 - themes
 - issues
 - language.
- Ask broader, personal questions.
- Set creative writing tasks.

As we mentioned above, you need not try to cover *every* question and activity in each section. They are simply suggestions, and you can select the ones that seem the most appropriate and helpful to your learners. You may need to ask some learners to pay more attention to the content and basic meaning of the story, while others may manage the basic content easily, and would therefore benefit from paying greater attention to the characters, themes and ideas, and the creative writing.

In the questions and activities that follow, we state the LO number and AS letter only. You need to refer to the lists at the beginning of this guide (pages 8 to 13) for the full descriptions corresponding with each letter. Remember, in OBE, every task or question should address an aspect of a particular outcome.

Chapter-by-chapter study

Before you begin studying the book with your learners, ask the class to look at the title and the picture on the front cover. Discuss:

- What kind of story do you expect – a thriller, a mystery, a horror story, a romance, a family drama?
- Where will it be set – in a city or in a rural area?
- Will the boy on the cover be the main character? Are the two fathers his? How can he have two fathers?

Then ask them to open at page 1, and to read the first paragraph. Discuss:

- Do you think Grandma will be one of the important characters in the book?
- Who will tell the narrator stories of the days when life was “*still worth living*”? Why were the stories about the good old days if they seemed to be bad days, when people loved one another “*despite their lot*”, when people stood together “*in their daily struggle against injustice*”? What does this indicate about the subject matter of the book?

Chapter 1: Pages 1 to 5

Activity 1: Suggestions for procedure

Ask learners to note how significant Grandma’s funeral is to Thato, the narrator, and to bear this in mind when they reach the end of the story.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 1 to 5. Then, in class, they answer these questions:

1. What is the name of Thato’s grandmother?

2. Why do the women at his grandmother's bed want Thato to go away?
3. Who is Thato's uncle?
4. Why does Thato want to buy a red car?
5. What is the name of Thato's good friend, the white man who attends his grandma's funeral?

Answers

1. Grandma Mmaleti.
2. His grandmother is dead, and the women do not think it is good for a child to be with a dead person.
3. Toma.
4. He loves beautiful cars, and he loves the colour red. Also, his good friend Benny has a red Nissan Sentra.
5. Benny – Bennett Dickson.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main events:

- When he hears that she has died, Thato rushes to his grandma's room.
- The women try to make him go away.
- Benny is at the funeral.
- Something important happens at the funeral, which Thato will explain later.

Activity 4: Characters

LO 2 AS e, k, q, s

Learners describe the characters individually, in pairs or in groups orally or in writing. Remember to ask learners to find evidence in the text to support their description of a character.

The characters:

- **Thato:** a loving and affectionate boy; deeply saddened by his grandmother’s death; listened to her stories and learnt many things from her; God is important to him: he prays, and thanks God for Grandma’s natural death from old age; loves beautiful cars, and looks forward to buying a smart, red car when he grows up.
- **Uncle Toma:** sensitive and caring; understands Thato’s grief, but tries to make him feel better by explaining that Grandma’s death was natural and good because it was not violent or from some “*peculiar disease*” (p. 2).
- **Benny:** well-off, with a big house in town; well-liked, showing love for all the children of Thato’s village, and for Thato in particular; is respectful, attending Grandma’s funeral and listening to the minister; is sensible and caring, teaching Thato important things about life, for example “*If you cannot change a thing, accept it*” (p. 4).

Assessment

Give learners this checklist:

In my character description, I:	Yes/No
Covered all the important aspects of the character	
Grouped the aspects logically	
Showed that I understand the character	
Gave relevant evidence from the text	

Activity 5: Themes

LO 1 AS b; LO 2 AS o, p, r, s

Learners discuss these themes:

- Death and its effect on the living.
- How a family expresses love.

Assessment

Give learners this checklist:

In the discussion, I:	Yes/No
Showed that I understand the socio-cultural values in the text	
Showed that I understand the themes	
Explained the themes clearly	
Showed that I understand the link between the background and the themes	
Expressed my ideas clearly	
Listened to and respected others' ideas	

Activity 6: Issues

LO 1 AS b; LO 2 AS n, o, p

Learners discuss these issues:

- Should young people be protected from sad things, like seeing a dead person?
- Uncle Toma says, “*It will not help you in any way to make a fuss about the matter*” (p. 2). Does that mean that it is wrong to cry and be sad when somebody we love dies?

Assessment

Gives learners this checklist:

In the discussion, I:	Yes/No
Gave and motivated my personal response	
Showed that I understand the socio-cultural values	
Explained my understanding clearly	
Listened to and respected others' ideas	

Activity 7: Interesting language

LO 3 AS g; LO 4 AS a, dii

Learners answer these questions:

1. Look at the first paragraph of the story. What do you notice about the first four sentences? Do you think there is any reason for this sentence structure? Also notice the repetition of “*the good old days*”. What is the effect of this?
2. Look at the verse from the hymn on page 4. Try to write the meaning of the hymn in your own words.

Answers

1. The first four sentences are all simple sentences, and they follow the same pattern: subject → verb → complement. Each one elaborates on the previous one. The subjects are “*Grandma*”, then “*My beloved Grandma*”, then “*Mother of my mother*”, then “*She who taught me so many things*”. The complement in each of these sentences is “*is dead*”. By repeating the structure, the narrator stresses the word “*dead*”, emphasising the sad truth that the person has passed. Also, by elaborating, Thato seems to remind himself, and also tell us, how much his grandmother meant to him: she was not just a grandmother, but also a grandmother whom he loved. She was an important relative, being the mother of his own mother, and an important person in his life because she taught him so much. The repetition of “*good old days*” makes sure that we notice the paradox: they were good times, but people had an unhappy life or destiny, and had to struggle against injustice on a daily basis. Finally, we wonder what is *not* good about today, and if today is different from the old days which *were* good.
2. The hymn could mean the following: Evening is coming on fast, and it’s getting darker. Lord, stay with me. Now, when other people cannot help me, when there is nothing to reassure me or comfort me, Lord of those who have no other help, please stay with me.

Activity 8: Broader questions

LO 2 AS n

Learners complete this activity giving oral answers, discussing them in pairs or groups, or writing short answers individually. If they seem interested, you can set one of the questions for a longer, written answer for homework.

Learners answer these questions:

1. When there is a death or a tragic event in the life of somebody you know, what do you do? Do you say anything to the person? What do you say?
2. Do you accept things that you cannot change, or do you think you should try to change anything that you don't like?

Activity 9: Creative writing

LO 3 AS a to o

Learners write a letter to a friend who has just lost somebody important in his or her life.

Assessment

Give learners this checklist:

In my letter, I:	Yes/No
Used the appropriate format – salutation, paragraphing	
Used appropriate vocabulary and structure – wrote gently and comfortably, using soothing words and ideas and longer sentences	
Showed sympathy	

Chapter 2: Pages 6 to 10

Activity 1: Suggestions for procedure

Like many other chapters in the book, few events actually take place in this chapter. Rather, we read about Thato's thoughts, the things people say to him and, in this particular chapter, the kinds of things that are usually said to him when he visits his father and mother. Tell learners that they should look out for ideas, rather than events.

Before reading the chapter, ask them to think of the meaning of its title. What is "the will of God"? It is what God wants – some people might call it "fate" or "destiny". Ask learners what they think this chapter will be about. Then read the first paragraph, and ask them why they think Grandma was so keen to make it clear to everyone that Thato's birth wasn't a "*mistake*" (p. 10). Then, read further.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 6 to 10. Then, in class, they answer these questions:

1. What is Thato's full name?
2. What does Thato's full name mean, and why was he given the name?
3. Why do many people call the boy "*Bushy*" or "*Whitey*" (p. 6)?
4. Why, according to Grandma, did Thato go to live with her when he was two years old?
5. Why does Grandma think it is a pity that her husband died before Thato was born?
6. Why does Thato dislike his father, Qwabi?
7. Was Thato given the surname of his mother or his father?

Answers

1. Thato ya Modimo.

2. His name means “God’s will”. His grandmother gave him that name because she wanted to make it clear that his birth was the will of God.
3. He has fair skin.
4. She says it was the custom for every first-born child to live with the grandparents.
5. She reckons his grandfather would have taught Thato the secrets of manhood.
6. Qwabi rarely speaks to Thato, and when he does, he uses harsh words.
7. Thato has his mother’s surname: Morake.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main events:

- Thato is angered by people calling him “*Bushy*” and “*Whitey*”, but Grandma tells him not to fight over what people call him.
- Being the first-born, he started living with her when he was two.
- He feels little for his father, who only speaks harshly to him.
- He doesn’t understand why he has his mother’s surname.

Activity 4: Characters

LO 2 AS e, k, q, s

Learners describe the character individually, in pairs or in groups orally or in writing.

Qwabi appears not to love Thato. He speaks harshly to him and always wants to discipline him. He resents Thato’s visits as bringing “*an extra mouth to feed*” (p. 9). He blames Benny for what he sees as Thato’s lack of discipline.

Activity 5: Themes

LO 2 AS o, p, r, s

Learners discuss these themes:

- What a father's love for a child should be.
- The will of God.

Activity 6: Issues

LO 2 AS n, o, p

Learners discuss these issues:

- What makes a child feel loved, and that his or her birth was not a mistake?
- Should parents protect their children from bad influences? What if the child thinks that the parents are wrong in seeing something as a bad influence?

Activity 7: Interesting language

LO 2 AS k; LO 4 AS a, dv, f

Learners answer this question: Look on page 9 at the words used by Qwabi to describe Thato. How would you describe these words? Are they accurate, true and fair?

Answer: Qwabi says Thato will be “*a spoilt brat*”; he is “*an extra mouth to feed*”, and without discipline, will be “*a useless scoundrel*”; he is “*uncontrollable*”. Most of these descriptions are untrue. Nouns like “brat” and “scoundrel” are emotive, telling us more about the speaker's attitude and feelings than about the person being described. The adjective “uncontrollable” is insulting – it indicates that Thato is very bad in some way, so bad that people cannot control him.

Activity 8: Broader questions

LO 2 AS n

Learners complete this activity giving oral answers, discussing them in pairs or groups, or writing short answers individually. If they seem interested, you can set one of the questions for a longer, written answer for homework.

Learners answer these questions:

1. Should children be disciplined only when they make a parent or teacher angry?
2. When you have children, will you discipline them more or less strictly than you have been disciplined?

Activity 9: Creative writing

LO 3 AS a to o

Learners write a note from a child to his or her father or mother, explaining why he or she has run away from home.

Assessment

Give learners this checklist:

In my note, I:	Yes/No
Used vocabulary that is appropriate for a child	
Mixed short and longer sentences effectively – shorter sentences for the more important statements or questions	
Gave a good reason for running away	
Indicated whether I think the parents would be sympathetic	

Chapter 3: Pages 11 to 14

Activity 1: Suggestions for procedure

In this chapter, we read about the watch Benny gave Thato, and what the watch means for the boy. Ask learners to look out for the personal and political meanings attached to the watch.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 11 to 14. Then, in class, they answer these questions:

1. Who gave Thato his watch?
2. Why does Thato pray to God to give Benny “*more days*” (p. 11)?
3. Why did Grandma leave the white woman she worked for after two months?

Answers

1. Benny.
2. He wants Benny to live a long time so that he can learn many things from him. Also, he wants Benny to have time to be happy and do good deeds in his life.
3. The woman did not pay her for her work.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main events:

- Thato tells of the watch Benny gave him.
- Benny tells Thato of the importance of using time well.
- Grandma tells him of the white woman she worked for, and left.

- She talks about how time moves, and things in the world change. She feels that time will pass and bring a more just system to South Africa.

Activity 4: Characters

LO 2 AS e, k, q, s

Learners describe the character individually, in pairs or in groups orally or in writing.

We see another side of **Grandma**: her anger. While telling Thato that he must use his time to work hard, so that when he is old he can “*look back at the fruits of [his] toil, and be happy*” (p. 12), she remembers when she worked hard, and wasn’t rewarded. From the incident, we learn that she is hardworking, but not prepared to accept abuse. She believes in justice, and is confident that the white woman will one day have to confront her, and pay for the way she treated her. She is also confident that the time will come when people in her country are free to live as human beings, and to determine how the country is run.

Activity 5: Themes

LO 2 AS o, p, r, s

Learners discuss these themes:

- Time – how it passes and how people should use it well.
- Justice and injustice – how people experience these.
- Hope – why we hope, what we hope for, why it is good or bad to hope.

Activity 6: Issues

LO 2 AS n, o

Learners discuss this issue: On page 13, Grandma says, “*I chose not to make an issue of it*”. What issue could she have made? What was the problem?

Activity 7: Interesting language

LO 4 AS a, dviii

Learners answer this question: Look at page 12, where Grandma tells Thato of the time she worked for the white woman. What word does she use nine times? What does this tell us?

Answer: She uses the word “I” nine times, and the word “we” four times. This shows how she is focused on herself, her hard work and her suffering. We can understand this in her case, but in other cases, when we use these words frequently, it shows that we are becoming too centred on ourselves, too focused on our own unhappiness or anger. This leads us to lose perspective and a well-balanced picture of ourselves and our place in society. Instead, we should try to think about other people.

Activity 8: Broader questions

LO 2 AS k, n

Learners complete this activity giving oral answers, discussing them in pairs or groups, or writing short answers individually. If they seem interested, you can set one of the questions for a longer, written answer for homework.

Learners answer these questions:

1. Grandma believes that Thato should use time well to “*work hard and accumulate strength in everything*” that he does “*so that some day when things are good*” he “*will be strong and prepared to stand your man in this world*”, to take every opportunity to make himself “*big and strong*” (p. 13). What do you think about this? What is the best way to use your time? Is your aim in life also to become big and strong?
2. If you are treated unjustly or unfairly, what do you think you should do?

Activity 9: Creative writing

LO 3 AS a to o

Learners choose one of these two options:

1. Write the letter that Grandma could have written to the children of the white woman after she left her.
2. Write the letter that the white woman could have written to a friend telling him or her about the servant who worked for her for two months, and then just left.

Assessment

Give learners this checklist:

In my letter, I:	Yes/No
Used the appropriate format	
Explained the situation clearly	
Presented a realistic situation	
Used appropriate vocabulary	
For option 2, used lots of personal pronouns	

Chapter 4: Pages 15 to 20

Activity 1: Suggestions for procedure

Ask learners what they know about the pass system under apartheid.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 15 to 20. Then, in class, they answer these questions:

1. Why did uncle Toma spend a night in jail?

2. How did he get out of jail?
3. What does uncle Toma teach Thato about adulthood?

Answers

1. According to the police, his identity papers were not in order.
2. Benny organised his release by paying the fine.
3. He says that adulthood is full of problems and miseries. Adulthood brings many responsibilities, worries and troubles.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main events:

- Uncle Toma and other people were arrested for not having the right papers to be in the village.
- Thato goes with Benny the next day to pay the fine for Toma's release.
- Toma is hired by the shopkeeper on the other side of the road.
- Toma tells Thato of his father, who after working hard for years went to the city to find work and was killed by thugs.
- Toma tells Thato that adulthood is full of worries and troubles.

Activity 4: Characters

LO 2 AS e, k, q, s

Learners describe the character individually, in pairs or in groups orally or in writing.

Toma is grateful to Benny for releasing him from prison. Benny criticises the apartheid system, but we don't hear Toma complaining. Working for the shopkeeper, Toma proves to be a good, steady worker. Later, he becomes

a good husband and father. His experience, and that of his father, makes him pessimistic about adult life. He tells Thato that he shouldn't be in any hurry to grow up.

Activity 5: Themes

LO 2 AS o, p, r, s

Learners discuss these themes:

- The nature of life.
- How political systems determine the nature of people's lives.

Activity 6: Issues

LO2 AS n, o, p

Learners discuss this issue: How should people respond to an unjust law or system, or when they see someone treating another person unjustly? Or should they not respond, because it is none of their business?

Activity 7: Interesting language

LO 2 AS k; LO 4 AS a, f

On page 17, Benny says he doesn't think any "*God-fearing person*" can speak well of the apartheid system. Learners answer these questions:

1. What is the meaning of the expression "God-fearing"?
2. At that time, there were people – God-fearing people included – who spoke well of the apartheid system. What favourable things would they have said?

Answers

1. A God-fearing person is religious and tries to live in the way they believe God would wish them to.
2. They would have said that people prefer to live with other people of the same race – there would be conflict and fighting if people of dif-

ferent races lived, ate and enjoyed entertainment in the same places. It was easy for white people to believe this as the system favoured them: they enjoyed the benefits, the privileges, the better living areas and the better-equipped schools.

Activity 8: Broader questions

LO 2 AS k, n

Learners complete this activity giving an oral answer, discussing it in pairs or groups, or writing a short answer individually. If they seem interested, you can set the question for a longer, written answer for homework.

Learners answer this question: Do you think Toma is right – in other words, is adult life full of worries and troubles, and is childhood a happier time for everyone?

Activity 9: Creative writing

LO 3 AS a to o

Learners make a list of five situations in the world today in which people are not being treated properly, fairly and justly. They consider who is responsible for their bad treatment, as well as what is being done or what could be done to help the people in these situations.

This question demands some research, and discussion in the class, before learners can start writing. You can set it as a group project, so that different members of the group do research in areas they have access to – newspapers, magazines, the Internet and library books. The question is also included in the section “Some broader questions” near the end of the guide.

Assessment

Give learners this checklist:

In our group project, I or we:	Yes/No
Explained the situation clearly	
Made the members' responsibilities clear and carried out those responsibilities well	
Laid out our list clearly, using correct grammar	
Used objective language rather than emotional language	

Chapter 5: Pages 21 to 26

Activity 1: Suggestions for procedure

There is a small but interesting development in the way that Thato sees his grandmother. Ask learners to look out for this.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 21 to 26. Then, in class, they answer these questions:

1. At what age does Thato get his first black suit?
2. Who bought it for him?
3. Why is Lefu so sad when people talk about Thato having two fathers?
4. Why can't Thato concentrate at Sunday school on the day when he wears his new suit?

Answers

1. Thato is eight when he gets his first black suit.
2. Uncle Toma.
3. Lefu does not have a father. His father died before his birth.
4. Thato is upset because Lefu's mother said he has two fathers. He is also thinking with pleasure of his new suit.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main events:

- Toma buys Thato's first suit.
- Thato wears it to Sunday school. Lefu is impressed, and also envious.
- His mother tells Lefu he cannot compare himself to Thato, since Thato has two fathers. This makes Lefu feel worse.
- Thato cannot concentrate at Sunday school, thinking of the two fathers and his suit.
- He tells his grandmother this, but her response isn't helpful.

Activity 4: Characters

LO 2 AS e, k, q, s

Learners describe the character individually, in pairs or in groups orally or in writing.

In this chapter, we see that Grandma's advice is sometimes limited in scope and helpfulness, and that Thato realises this. She is single-minded, believing that Thato must become a strong man, and nothing should get in the way of this. She is always ready with a wise saying, in this case "*A problem shared is a problem halved*" (p. 25).

Activity 5: Themes

LO 2 AS o, p, r, s

Learners discuss these themes:

- Growing up and learning how to react to what other people say about you.
- Envy – reasons and consequences.

Activity 6: Issues

LO 2 AS n, o

Learners discuss these issues:

- If somebody envies something we have, what should we do about it?
- If we envy something that somebody else has, what should we do about it?

Activity 7: Interesting language

LO 4 AS a, aiv

Learners answer this question: Find all the words used on pages 21 and 22 to describe Thato's new suit and his positive feelings connected to it. Are many adjectives used?

Answers

- The suit: *“first black suit”*; *“very beautiful suit”*; *“shining collar and yellow buttons”*; *“looked spick and span”*; (according to Lefu): *“marvellous suit”*; *“splendid suit”*; *“just wonderful”*; *“fine suit”*; *“Very expensive suit”*.
- Thato's feelings: *“loved it very much”*; *“I looked wonderful”*; *“happy that people thought that I looked marvellous”*; *“incentive to make me eager to go to church”*; *“could be well-dressed sometimes”*; *“looked forward to a bright and happy day”*; (in his dream): *“all the children . . . envied my first black suit”*; *“I looked splendid”*; *“I was the hero of the day. I looked spick and span”*.
- Adjectives: There are 14: *first, beautiful, shining, yellow, spick and span, marvellous, splendid, wonderful, happy, eager, well-dressed, bright, happy*. But Thato's strong feelings are also conveyed with phrases that describe actions and states of mind: *“loved it very much”*; *“happy that people thought that I looked marvellous”*; *“incentive to make me eager to go to church”*; *“looked forward to a bright and happy day”*; *“children . . . envied”*; *“the hero of the day”*.

Activity 8: Broader questions

LO 2 AS k, n

Learners complete this activity giving oral answers, discussing them in pairs or groups, or writing short answers individually. If they seem interested, you can set one of the questions for a longer, written answer for homework.

Learners answer these questions:

1. Grandma's advice to Thato *did not surprise* (p. 25) him – he expected it. She said he shouldn't let anything worry him, or get in the way of his development into a strong man. Do you agree with Grandma's advice? Is it the same advice you would give to somebody who asked you? Was she right in saying that a problem shared is a problem halved?
2. What things make a person feel grown-up, and on the way to becoming an adult? Are these always good things?
3. What aspects of growing up and being an adult are you looking forward to?

Activity 9: Creative writing

LO 3 AS a to o

Learners write a letter from an adult to a child, giving advice about how to prepare for growing up and becoming an adult. They tell the child about the good and the bad things he or she can expect to experience.

Assessment

Give learners this checklist:

In my letter, I:	Yes/No
Used the appropriate format	
Included the good things that the child should expect	
Included the bad things that the child should expect	
Gave clear and helpful advice	
Showed the love and caring that is appropriate for a parent	

Chapter 6: Pages 27 to 33

Activity 1: Suggestions for procedure

This is a relatively eventful and carefree chapter, except for some sad political issues on the last page. Let learners enjoy the pace and happy spirit of the writing.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 27 to 33. Then, in class, they answer these questions:

1. What is the name of the “*city of warmth*” that Thato visits on a school trip?
2. The teacher said that the town of Ladysmith is historically important. Why does Thato think it is a special place?
3. Name three other towns that they travel through on their trip.

Answers

1. Durban.
2. Ladysmith is the place where the music group Black Mambazo comes from.
3. Harrismith, Greytown, Lady Grey, Pietermaritzburg, Lady Frere.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main events:

- Grandma prepares food for Thato to take on the trip. She laments the passing of time.
- In the bus, the children sing happily.
- They pass through Harrismith, Ladysmith, Greytown and others.
- In Durban, they swim and ride on rickshaws.
- Thato notices separate toilets and other things for Whites and Non-Whites.
- For three days the teacher does not allow them to buy anything – this is in support of the Durban workers who are on strike.

There is nothing of particular interest to discuss about characters in this chapter.

Activity 4: Themes

LO 2 AS o, p, r, s

Learners discuss the theme of good and bad things that happen as time passes.

Activity 5: Issues

LO 2 AS n, o

Learners discuss these issues:

- All the historically important places have English and Afrikaans names. What does that say about the kind of history the children were learning, and about the political culture of the time?
- Some of the songs the children sang had words about sad and strug-

gling people, and hopes for freedom. What does that say about the songs of people at that time?

- Even though they were on holiday, their teacher wouldn't let them buy anything on the days the workers were on strike. What does that tell us about the teacher?

There is nothing of particular interest to discuss about language in this chapter.

Activity 6: Broader questions

LO 2 AS k, n

Learners complete this activity giving oral answers, discussing them in pairs or groups, or writing short answers individually. If they seem interested, you can set one of the questions for a longer, written answer for homework.

Learners answer these questions:

1. Are the songs you sing today very different from the songs of the children in the story? In what way are they different, and why?
2. What happens these days when workers go on strike? Is it similar to what happened in the story?

Activity 7: Creative writing

LO 3 AS a to o

Learners pretend that they are Thato, and they write a postcard to Benny while they are in Durban.

Assessment

Give learners this checklist:

In my postcard, I:	Yes/No
Used vocabulary that is appropriate for a child	
Used sentences that reflect Benny's excitement	
Remained true to the character of Benny	
Used ideas that are consistent with the story	

Chapter 7: Pages 34 to 38

Activity 1: Suggestions for procedure

There are two aspects to this chapter – a lighter side, with Lefu talking about Thato's grandmother and two fathers, and a more serious side, about religion and freedom. The ideas about religion and freedom could lead to interesting discussions, so you can ask learners to notice these ideas as they read.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 34 to 38. Then, in class, they answer these questions:

1. What is the name of the boy that everybody called a “*nuisance*”?
2. Pastor Moreki, the visiting minister from Johannesburg, reads from the book of Isaiah about “*the chains of oppression*” and about sharing “*your food with the hungry*” (p. 36). What is his message to the congregation?

Answers

1. Tseko Moleko.
2. The minister explains that oppression and slavery are against God's

will. He also urges people to stand together in their difficulties and their fight against oppression.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main events:

- On the way to church on Sunday, Thato and Lefu see Tseko Moleko.
- Thato doesn't show his fist out of respect for Sunday, as Grandma taught him.
- In church, they sing happily. The visiting minister, Pastor Moreki, reads from Isaiah.
- Thato shares his money with Lefu to try to make him happy.

There is nothing of particular interest to discuss about characters in this chapter.

Activity 4: Themes

LO 2 AS o, p, r, s

Learners discuss these themes:

- Freedom.
- Religion and people's lives.

Activity 6: Issues

LO 2 AS n, o

Learners discuss these issues:

- Do the bullies of this world get "*what they deserve*" (p. 35), as Grandma believes?
- Does the Bible speak to us today about our lives?

Activity 7: Interesting language

LO 2 AS h; LO 4 AS a, f

Learners answer this question: Look at the words on page 36 that are from the Bible. What is the meaning of the word “fasting”? How can fasting refer to removing the chains of oppression, and so on?

Answer

“Fasting” means not eating food for a certain length of time, usually for religious reasons but sometimes also for health reasons. It can be a spiritual discipline, a way of giving up something for God, of directing the mind to spiritual things, of imitating Christ who fasted in the wilderness for forty days and forty nights. In Isaiah, God is saying he doesn’t want people to show their religious devotion by fasting, because *“in the day of your fast you seek your own pleasure, and oppress all your workers”* (Isaiah 58, verse 3). Rather, people should give up some of their own comforts and luxuries by setting their slaves free, sharing their homes and food and clothes with the poor, and being hospitable and kind to members of their own families.

Activity 8: Broader questions

LO 2 AS k, n

Learners complete this activity giving oral answers, discussing them in pairs or groups, or writing short answers individually. If they seem interested, you can set one of the questions for a longer, written answer for homework.

Learners answer these questions:

1. Have you experienced bullying? What was your response? What should our response be to bullies? Why do they bully?
2. Think of some of the people in history who were bullies. How did people respond to them? Did they get what they deserved?

Activity 9: Creative writing

LO 3 AS a to o

Learners choose one of these two options:

1. Write a letter to Pastor Moreki, telling him what you thought of his sermon.
2. Pretend that you are Grandma. Write a letter to Tseko, saying what you think of him and what you think will happen to him.

Assessment

Explain to learners that their letters should be in the appropriate format. Also, for option 1, they should use clear and respectful language, explain their ideas clearly and give a good reason for writing. For option 2, they should remain true to the character of Grandma, use vocabulary that is emotive but not rude, and present interesting ideas.

Chapter 8: Pages 39 to 47

Activity 1: Suggestions for procedure

The trip to Johannesburg stimulates discussion about South Africa's political system, about poetry, about dreaming and about being a man. Ask learners to take note of these ideas as they read.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 39 to 47. Then, in class, they answer these questions:

1. Who says: "*Let Thato dream, Toma. Do not stand in the way of his dreams*" (p. 41)?
2. What is Thato dreaming about?
3. What surprises Thato about the street names in Johannesburg?
4. What does Benny mean when he tells uncle Toma that he is "*generalising*" (p. 45)?

5. Explain how Benny’s ideas are different from those of uncle Toma.

Answers

1. Benny.
2. Thato is dreaming about buying a fast car one day.
3. There are no African names among the street names in Johannesburg.
4. Uncle Toma is talking about people as though they were all the same.
5. Uncle Toma thinks all privileged people use the underprivileged to do their dirty work, and they treat them badly. Benny feels many of the people in top positions are unaware of the suffering of the underprivileged and do not use them knowingly.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main events:

- Benny is going to Johannesburg to speak at a meeting.
- He takes Thato and uncle Toma with him.
- They discuss dreams, poetry and the apartheid system.
- Benny quotes the Kipling poem “If”.
- Benny speaks well, and impresses everyone.

There is little of interest to say about the characters in this chapter – the focus is on ideas.

Activity 4: Themes

LO2 AS o, p, r, s

Learners discuss these themes:

- Dreams and ambitions.
- Poetry – why people write it, and why it is valuable.
- Political systems and their effect on people’s happiness.

Activity 5: Issues

LO2 AS n, o, p

Learners discuss this issue: Benny refers to the words written by Alan Paton, author of *Cry, the Beloved Country*: “I have one great fear in my heart, that one day when they (the whites of South Africa) have turned to loving, they will find we (the blacks) are turned to hating.” Was this fear realised – in other words, did the thing that Paton feared actually take place?

Activity 6: Interesting language

LO 2 AS k; LO 4 AS a, f

Learners answer this question: Grandma wants Thato to grow up big and strong, to be a man. This seems to be the message of Kipling’s poem too, but Kipling writes about more than just these qualities. What are his ideas?

Answer

Kipling also writes about these things: A man can keep his head and stay calm when others are panicking; he can trust himself when others doubt him, but also understand their doubts; he doesn’t get tired of waiting; he doesn’t lie or hate even when others lie to him or hate him; he can associate with low people and not be corrupted, and associate with high people and not become a snob; he is not hurt by friends or enemies; he can use well every minute of the day.

Activity 7: Broader questions

LO 2 AS k, n

Learners complete this activity giving an oral answer, discussing it in pairs or groups, or writing a short answer individually. If they seem interested, you can set the question for a longer, written answer for homework.

Learners answer this question: Ambition could be seen as “realistic dreaming”. Uncle Toma warns against unrealistic dreaming, or building castles in the air. Do you think that both kinds of dreaming are positive things, or only realistic dreaming is positive, or neither is positive? Try to think of positive and negative effects of both.

Activity 8: Creative writing

LO 3 AS a to o

Learners pretend that they are 40 years old. They look back over the past 25 years to see how many of their teenage dreams, hopes and ambitions they have been able to realise. They write a long diary entry.

Assessment

Explain to learners that the writing style should be relaxed, like a person talking to him or herself. They should bring their memories to life with strong words. They should show sadness or happiness, depending on how many dreams have become reality.

Chapter 9: Pages 48 to 52

Activity 1: Suggestions for procedure

This is a short, happy chapter. Enjoy it!

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 48 to 52. Then, in class, they answer this question: Why does Thato decide to fight with Tseko, in spite of his grandmother’s warnings?

Answer

He wants to teach the ill-mannered Tseko a lesson that the boy will never forget. It is a matter of principle for Thato.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main event: Thato fights Tseko, and wins.

There is nothing of particular interest to say about the characters and the themes in this chapter.

Activity 4: Issues

LO 2 AS n, o, p

Learners discuss this issue: When do we fight? Is there any time when we *have* to fight? When is fighting defence, and when is it offence, or attack? Is attack ever justified – in other words, is there ever a good reason for it? Is it okay if we become violent when we defend ourselves?

Activity 5: Interesting language

LO 2 AS l; LO 4 AS a, dix

Learners answer this question: Look at the description of the fight on pages 51 and 52. How does the writer achieve such fast-moving, enjoyable action? Find six similes, and decide whether they are used successfully.

Answers

- The writer doesn't slow down or weigh down the writing with too many adjectives and adverbs. Tseko's punches are "*wild*", Thato moves "*lightly*" on his toes; his punches are "*strong*" and he hits "*hard*".

Most of the time, the actions are described with simple nouns and verbs: “*I threw a punch*”; “*I caught him on his nose*”; “*I hit him on the head*”; “*We both stumbled*”; “*His knees were trembling*”.

- Similes: “*He coughed like an animal*”; “*He was panting like a horse*”; “*I tossed him around like a ball*”; “*He looked exactly like a ruthless murderer*”; “*he was puffing and blowing like a dog that had failed to catch a limping hare*”; “*he fell like a bag of potatoes*”. The similes are used successfully because comparing the bully Tseko to an animal is appropriate. A bully is like an unthinking animal that only knows how to use brute force. In the fight, where some skill is needed, however, he is useless, like a ball or a bag of potatoes.

Activity 6: Broader questions

LO 2 AS k, n

Learners complete this activity giving an oral answer, discussing it in pairs or groups, or writing a short answer individually. If they seem interested, you can set the question for a longer, written answer for homework.

Learners answer this question: Grandma said, “*Fighting does not solve any problems.*”

Uncle Toma said, “*There are times in life when there is no other alternative but fighting.*” Who do you think is right?

Chapter 10: Pages 53 to 59

Activity 1: Suggestions for procedure

This is a sad chapter. Ask learners to observe Qwabi’s behaviour, and to try to understand it.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 53 to 59. Then, in class, they answer this question: Father's Day is a very unhappy day for Thato. What were Thato's plans for the day, and what actually happens?

Answer

On Father's Day, Thato planned to forgive and forget about his father's rudeness to him; he wanted to be nice to his father. However, when he arrives at the house, before he can even speak, his father scolds him harshly about his fight with Tseko.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main event: Thato's unpleasant visit to his parents on Father's Day.

Activity 4: Characters

LO 2 AS e, k, q, s

Learners describe the character individually, in pairs or in groups orally or in writing.

Qwabi's behaviour is true to character, but we see another possible reason for his cruel treatment of Thato: money problems after losing a job and having bills to pay.

Activity 5: Themes

LO 2 AS o, p, r, s

Learners discuss this theme: A son's need for a father.

Activity 6: Issues

LO2 AS n, o

Learners discuss this issue: Can a parent, or a teacher or anyone in authority be excused from treating someone cruelly because of problems they are experiencing – be they financial, emotional or physical problems?

There are no interesting language or broader questions to pose in this chapter.

Activity 7: Creative writing

LO 3 AS a to o

Learners pretend that they are Thato, and write a letter to his father in which they say what he wanted to say to him on Father's Day. Learners decide whether he still wants to say the same things, or if he has changed his mind.

Assessment

Give learners this checklist:

In my letter, I:	Yes/No
Used the appropriate format	
Remained true to the character of Thato	
Made my feelings clear	
Presented ideas that are consistent with the story	
Mixed sentences well – used short sentences to give strength to particular ideas and longer sentences that build to a climax	

Chapter 11: Pages 60 to 65

Activity 1: Suggestions for procedure

In this chapter and the remaining ones, we read of the relationship between Benny and Thato's mother, and we understand about Thato's two fathers, about why Benny takes care of Thato as he does, and part of the reason why he is so active in his fight against apartheid. The story makes this clear – you don't need to point it out or explain it. Also, try to keep discussion to a minimum – let learners enjoy the final answering of the questions in the story.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 60 to 65. Then, in class, they answer these questions:

1. Thato reads two letters and a short note which he can't really understand. Who wrote the letters?
2. What are the letters about?

Answers

1. Benny and Pulane, Thato's mother, wrote the letters to each other after Pulane had fallen pregnant with Thato.
2. The letters express their love for each other, but also the impossibility of their relationship because of the apartheid laws. From the letters, we also learn that Thato is Benny's child, and that Pulane decided to marry Qwabi.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main events:

- Uncle Toma speaks of the violence born out of frustration, and the importance of everybody playing their part in bringing about peace and reconciliation.
- Thato reads the letters.

There is nothing of particular interest to say about the characters, themes, issues and language in this chapter.

Activity 4: Broader questions

LO 2 AS k, n

Learners complete this activity giving an oral answer, discussing it in pairs or groups, or writing a short answer individually. If they seem interested, you can set the question for a longer, written answer for homework.

Learners answer this question: What would you have done if you had been in Benny or Pulane's position?

Chapter 12: Pages 66 to 69

Activity 1: Suggestions for procedure

Try to keep discussion to a minimum.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 66 to 69. Then, in class, they answer this question: In the letter Thato reads, Benny writes about "*the child and my child*" (p. 66). Why can Thato not understand who Benny means?

Answer

Thato does not even think about the possibility of Benny being his father because he assumes that Qwabi is his father. Besides, Benny is a white man, and Thato would never have thought that his real father could be a white man.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main event: Thato reads Benny's last letter, but still doesn't understand. Thinking about Benny, Thato remembers the kind of good advice he always gives.

There is nothing of interest to say about the characters, themes, issues and language in this chapter. There are no broader questions for discussion.

Activity 4: Creative writing

LO 3 AS a to o

Learners pretend that they are Benny and they write a different letter to Pulane – one in which they suggest another solution to the situation.

Assessment

Give learners this checklist:

In my letter, I:	Yes/No
Used the appropriate format	
Used vivid language and displayed strong emotion	
Presented a practical solution and described it clearly	

Chapter 13: Pages 70 to 77

Activity 1: Suggestions for procedure

In this chapter, everything becomes clear to Thato. Tell learners that you want to check if everything is clear to them at the end of the chapter by asking them to explain the meaning of the chapter title.

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 70 to 77. Then, in class, they answer these questions:

1. Who explains to Thato about his real father, and when?
2. How does Thato feel about the news?

Answers

1. On the day of Grandma's funeral, aunt Nomsa and uncle Toma explain to Thato that Benny is his real father.
2. Thato is confused, but he is also very proud.

There is nothing of interest to say about the plot, characters, themes and language in this chapter.

Activity 3: Issues

LO 2 AS n, o

Learners discuss this issue: Do you think this was the right time to tell Thato about Benny and Pulane, or do you think he should have been told earlier, or later, or never?

Activity 4: Broader questions

LO 2 AS n

Learners complete this activity giving an oral answer, discussing it in pairs or groups, or writing a short answer individually. If they seem interested, you can set the question for a longer, written answer for homework.

Learners answer this question: Would you like to be told the whole truth about everything, always?

Chapter 14: Pages 78 to 82

Activity 1: Suggestions for procedure

Enjoy reading about the confirmation of Benny and Thato's love for each other in this final chapter!

Activity 2: Questions to check understanding

LO 1 AS a; LO 2 AS a, f, k

For homework, learners read from page 78 to 82. Then, in class, they answer these questions:

1. Why does Thato write Benny a letter?
2. Thato would have liked to write more things in the letter, but decides not to. Why?
3. For most of the story, Thato thinks that the two fathers that people speak about are uncle Toma and Qwabi. After his grandmother's funeral he learns the truth. When people say that Thato has two fathers, which two men are they referring to?

Answers

1. He wants to express his love and gratitude to Benny.
2. He knows Benny is a busy man and he does not want to trouble him unnecessarily.
3. Benny and Qwabi.

Activity 3: Plot/main events

LO 2 AS e, f, g, q

Learners summarise the plot or main events.

The main events:

- Thato writes a letter to his father Benny.
- Benny gives him some final advice.

There is nothing of interest to say about the characters, themes, issues and language in this chapter.

Activity 4: Broader questions

LO 2 AS k, n

Learners complete this activity giving an oral answer, discussing it in pairs or groups, or writing a short answer individually. If they seem interested, you can set the question for a longer, written answer for homework.

Learners answer this question: Do you like Thato's letter to Benny? Do you think it says too much? Do you think it expresses the appropriate amount of emotion, or is it soppy and sentimental?

Activity 5: Creative writing

LO 3 AS a to o

Learners write a letter to a friend, telling him or her about some news they got which has made a big difference to their lives. They are not sure if they are happy to have received the news or not.

Assessment

Give learners this checklist:

In my letter, I:	Yes/No
Used the appropriate format	
Described the news clearly	
Explained my emotional reaction clearly	
Presented news that was understandably important	

Some broader questions

You can ask learners to answer the following questions by discussing them in pairs or small groups, and reporting back. They can also do this in writing (LO 1 AS a, b, e, f, h, i; LO 2 AS a, e, f, g, k; LO 4, particularly AS dv, dvii). For the writing activity, they would require a few days, as the questions involve some time and effort (LO 3 all ASs).

Questions on the book

Learners answer these questions:

1. By the end of the book, Thato learns exactly why people say he has two fathers. Along the way, however, he learns many other things from the people in his life. What does he learn from his grandmother, from uncle Toma and from Benny? (You can ask learners to classify what he learns into lessons about how to behave, lessons about life in general, lessons about the contemporary political situation. They can find the lessons on the following pages:
 - a. From Grandmother: 1, 3, 6–8, 10, 12–13, 16, 18, 25–26, 28, 34–35, 48, 53, 61.
 - b. From uncle Toma: 2, 19–20, 39–41, 44–45, 48, 50, 62, 74.
 - c. From Benny: 4, 11, 17, 40–42, 45–47, 68, 81–82.

You can use this list to check that learners have found all the references, or you can give the list to your weaker learners.)

2. Looking back over the story, do you have more sympathy now for Thato's father Qwabi? Look at the times he appears in the book. Do you understand him better once you have read the whole story?
3. If you did not do the following question as a group project when you were working on Chapter Four, do it now: Make a list of five situations in the world today in which people are not being treated properly, fairly and justly. Consider who is responsible for their bad treatment,

as well as what is being done or what could be done to help the people in these situations.

4. Write a review of the book. Decide for whom the review is intended – this will determine how formal your register and how complex your vocabulary will be. A review should include the following:
 - a. A brief description of the subject and plot, but without giving away the ending, as that would spoil the readers’ enjoyment. In other words, it shouldn’t mention who Thato’s real father is. Mention the type of book it is, and the type of reader to whom the book would appeal – child, teenager, adult, male or female.
 - b. The language should be simpler if the review is directed at teenagers or children, and the register can be less formal. If the review is intended for a newspaper, and thus general readership, the register should be more formal.

In **formal** style, we use more complex and compound sentences, often starting with a dependent clause or phrase. For example: “Although he read all the letters, he didn’t really understand them” and “Instead of conventional school uniform, he wore a strange combination of sports and evening clothes”. We use more passive voice, for example “Tseko was humiliated by Thato when he was beaten up by him”; no abbreviations, and a wider vocabulary with more nouns, for example “introduction”, “inspection”, “embarrassment”, rather than verbs and adjectives, for example “introduce”, “inspect”, “embarrassed”.

In **informal** style, we use simple sentences, or sentences starting with the main, independent clause. For example: “He didn’t understand all the letters even though he read them all” and “He wore a strange mix of sports and evening clothes, not ordinary school uniform”. We use more active voice, for example “Thato humiliated Tseko when he beat him up”; abbreviations, for example “don’t”, “wasn’t”; and a simpler vocabulary with more verbs and adjectives than nouns.

Assessment

As oral and written tasks, the activities above and below would supply a lot of information for the learners’ portfolios.

Questions on issues in the story

You can give learners these questions as topics for discussion or pieces of writing. The writing could be:

- a report on the discussion
- a formal argumentative essay, for example on “Politics and life” or “Poverty and happiness”
- a less formal narrative composition, for example on “Joe, Thandi and their relatives”.

Learners answer these questions:

1. *A Tale of Two Fathers* was published in 1996, when the laws of apartheid that are central to the action of the book were no longer in force. Is the book still relevant to us today? If the laws have changed, doesn’t that mean that there is little point in reading about those times?
2. Children should only be told the things that they are ready to hear. There are things that should be kept from them until they are ready. Do you agree?
3. It is impossible to be poor and happy. Do you agree?

Assessment

For the discussion, give learners the following checklist:

In our discussion, I:	Yes/No
Expressed my ideas clearly	
Presented convincing ideas	
Projected my voice well	

Made connections with the previous speaker's ideas	
Responded to the previous speaker's ideas	

The checklist for the writing must include all the ASs in LO 3, and the ASs of LO 4 that you feel learners need to focus on. As always, tell the learners clearly beforehand the criteria for the assessment.

Glossary

Here is a glossary of the terms we use in the introduction of this guide:

argumentative: in an argumentative essay, you give your opinion and then support your opinion with reasons, evidence and examples

assumptions: things taken for granted, presumed to be true

coherence: underlying logical relationship so that text or speech makes sense

cohesion: linking of sentences with logical connectors like conjunctions and pronouns

concord: agreement in number of subject and verb, e.g. he goes (not he go)

conflict: struggle between characters, or between characters and their fate or circumstances, or between conflicting desires

connotation: the meaning of a word that includes associated ideas beyond the primary or surface meaning

content: what is contained in the text; the facts, events in the text

conventions: accepted practice or rules in a language, as for grammar and structure, headings and footnotes, indexes

denotation: the literal or primary meaning of a word

figurative: words or phrases used in a non-literal way for a particular effect, e.g. metaphors and personification

flow chart: a diagram indicating a process or procedure, e.g. producing a presentation

gestures: movement of the face or body which communicates meaning

implied/implicit: something suggested in the text but not expressed directly

jargon: special terms or expressions used in a profession or by any specific group, e.g. computer jargon like CPU and RAM

manipulative language: language aimed at gaining an unfair advantage or influence over others

milieu: setting or environment

mind maps: graphic representations of themes or topics

modals: verbs like can, shall, must and might

monitor: to check somebody or something regularly

motivate: to push or inspire somebody to do something, or to give a good reason for your opinion

narrative: a narrative essay tells a story or recounts a series of events

paradox: an apparently contradictory statement or one that seems in conflict with logic

prejudice: judging or being intolerant towards a person, a group or an idea without having correct knowledge about or any experience of it

pun: a play on words which are identical or similar in sound in order to create humour

redundancy: the use of unnecessary words or phrases that can be omitted without losing any meaning

register: the use of different words, grammatical structures and styles for different contexts, e.g. a formal register for an official document or academic essay

reinforce: to make the knowledge more fixed in the mind

rhetorical devices: things like pauses and repetition used by a speaker to persuade or convince

rubric: a combination of descriptive words and scores used for assessment

satire: the use of ridicule, sarcasm and irony to comment critically on society

scan: to run your eyes over a text to find specific information

skim: to read a text quickly to find the main points or ideas

slang: informal language often used by a group of people. Unlike colloquialisms, slang has not yet been accepted into polite or formal conversation

stereotype: a fixed and often prejudiced expectation of a person's nature and how he is expected to behave

verbosity: language using more words than are needed

wit: unexpected, quick and humorous combining of contrasting ideas or expressions, often amusing